

HUMAN RESOURCE DEVELOPMENT FOR THE PERFORMANCE OF SCHOOLS IN WHITE

HAZY CIRCUIT, MPUMALANGA PROVINCE

BY

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MINI-DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTERS IN DEVELOPMENT

IN THE

FACULTY OF MANAGEMENT AND LAW

AT

TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

SUPERVISOR: PROFESSOR K.G.PHAGO

MARCH 2015

DECLARATION

I declare that the dissertation hereby submitted to the Turfloop Graduate School of Leadership for the degree of **MASTERS IN DEVELOPMENT** has not previously been submitted by me for a degree at this or any other university, that it is my work in design and execution, and that all material contained herein has been duly acknowledged.

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ACKNOWLEDGEMENTS

I wish to extend my sincere appreciation and gratitude to the following people:

First of all, I thank God for giving me the strength and wisdom to complete this study; without Him in my life, this would not have been possible.

My supervisor, Professor K. G. Phago for his guidance, professional advice and support. You made a valuable contribution to the success of the present study.

Dr Mkuti L for editing and language proficiency and professional services.

Ms M. B. Zwane, former circuit manager for the White Hazy Circuit, for allowing me to conduct this study.

All the research participants who took part in the survey and interviews, without their co-operation this study would not have been completed. My wife Jabulile and my children for their unconditional love, understanding, support and encouragement.

My entire family for always being there for me and believing in me, my friends and colleagues for directly and indirectly providing support, motivation and contributions.

Abstract

Although a number of studies have recognised the relationship between human resource development (HRD) and organisational performance, the mechanisms through which HRD leads to school performance remain still unexplored. The purpose of this study is to clarify the significance of human resource development and its effect on school performance in the White Hazy Circuit, in Mpumalanga Province. HRD plays a critical role in directing school programmes and the realisation of the set goals. Educators and the management of the schools are the engines in the operation of the school.

Alignment of the individual goals to the school goal creates a comprehensive working environment. The purpose of HRD is to build a capacitated workforce that will enhance school performance. Performance management does not entail one activity only, it is part of the employee development life cycle.

The results of the survey indicate that performance management and the development processes should not be underestimated. School managers should ensure that goals are clearly communicated. Thus, this study does not only support that HRD has a positive influence on school performance but also explains the mechanisms through which HRD improves school performance.

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CHAPTER ONE

1. INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The South African government, through the Department of Basic Education, has established the Human Resource Development (HRD) Strategy. Human resource development refers to formal and explicit activities which will enhance the ability of all individuals to reach their potential. By enhancing the skills, knowledge and abilities of individuals, HRD serves to improve the productivity of people in their areas of work, whether these are in formal or informal setting.

The concern of the government is to accelerate development so that there is a match between supply and demand for human resources. The primary purpose of this strategy is to mobilise multi-stakeholder participation, and to encourage individuals and organisations to take on the challenge of improving the human resources stock of the nation (Department of Education, 2008:7).

At the organisational level, human resource development involves linking management and the development of human resources to the organisation's strategic plan, goals, and objectives. Establishing these links is an essential management strategy. It involves assessing the capacity of an organisation's human resources in six areas, which are: HRD capacity, HRD planning, personnel policy and practice, HRD data, performance management, and training. These HRD areas are relevant in any organisation, regardless of its size, purpose, and degree of complexity, and whether it is public or private (Jarrett, 2008:3).

At the centre of every organisation, department or unit there are people who ensure that the aim of existence of that structure is kept alive. Government departments have the mandate to fulfil the needs of the citizens of the country, which is to provide services to the people. A convergence of economic and political forces must drive a systematic search for greater effectiveness, efficiency and accountability in both public and private sector (Kates, Marconi & Mannle, and 2001:145).

Success of a particular system depends on the human resources that an organisation possesses, that is, the skills attained by the employees. Thus, performance management has long been considered significant for strategies of business firms (Nilsson & Kald, 2002:235).

The Mpumalanga Department of Basic Education (2008 – 2011:8) focuses on HRD with the intention of transforming the present provincial labour force currently characterised by narrow skills base, poor level of productivity, outdated technological skills and high levels of illiteracy into a labour force that meet the requirements of the modern economy (Mpumalanga Department of Basic Education, 2008 – 2011:8). The following are the key strategic thrusts related to HRD:

- Investing in people's skills to promote service, economic growth and development
- Focusing on higher education institutions to meet the skills and demands of the province, and
- Improving access to and ensure quality education.

The effective management of individual performance is critical to the execution of institutional strategy and the achievement of strategic objectives. Institutions tend to put more focus on the formulation of strategies than on the strategy implementation which requires good performance by all employees (from junior employee to management) in the institution. Human effort in the execution of formulated strategies and the need to direct such effort towards the strategic objectives of that particular institution should be paramount (Munzhedzi, 2011:9)

This study is contextualised in the Mpumalanga Department of Basic Education specifically at White Hazy Circuit, at Ehlanzeni District. There is a need for managing performance in the public service in a consultative, supportive and non-discriminatory manner in order to enhance organisational efficiency and effectiveness, accountability and achievement of results (Public Service Regulations, 2001). Employees being at the driving seat of the operations of organisations, the

Mpumalanga Department of Basic Education has developed its own performance management system for managing and measuring performance for its employees.

Mpumalanga Province is made up of four districts of education, which are: Bohlabelo, Ekangala, Ehlanzeni and Gert Sibande. Ehlanzeni District, where the White Hazy Circuit is located, is the best performing district in the province in terms of the grade twelve's end of the year results (2010) as compared to the other districts. However, the White Hazy circuit is the last circuit in the district with poor results (Mpumalanga Department of Basic Education, 2011:4)

The performance of an institution depends mainly on the capabilities of its staff, relevancy of their skills and the availability of resources. The human resources take a leading role on performance and developmental issues of any institution. Education as a national enterprise is a major vehicle towards social and economic development, in particular. The HRD Strategy is explicitly intended to contribute to the attainment of the following national goals:

- To urgently and substantively reduce the related scourges of poverty and unemployment in South Africa;
- To promote justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes, and
- To substantively improve national economic growth and development through improved competitiveness of the South African economy (Department of Basic Education, 2008:21).

The purpose of this chapter is to outline the background of the study and research problem. This study will address the problems that could exist between the school management team and the human resource practitioners in terms of who is responsible for what aspect of the performance management process and its implementation. This chapter concludes with the significance, motivation and value of this study.

1.2 BACKGROUND TO THE STUDY

It is appropriate to begin the study by providing the relevant context, and also indicating how the researcher came to decide on the topic, its relevance and significance (Auriacombe, 2001:30). Letsoalo (2007:44) and Cikizwa (2012:18) state that most studies relating to performance management focus mainly on the process and how performance management and appraisal should be conducted in an organisation, this study is aimed at specifically investigating the role of human resources development in the enhancement of performance management process in secondary schools at White Hazy Circuit.

Service delivery imperatives and the quest for improved public service led to the requirements that departments in the national and provincial spheres of government had to have new performance management and development systems (PMDS) in place by 1st April, 2001. The performance management and development systems are applicable to the non-teaching staff, while educators use the integrated quality management systems (IQMS). Another factor that impacted on performance management in the public service sector was the development of proposals for the new pay progression system (PPS), which was intended to be used on performance (Unpublished Report on PMDS, 2001:14).

Even though the integrated quality management system is currently in use, there are still challenges experienced in the education institutions with regard to performance management and educator development, whereby it is viewed as a once-off endeavour rather than as a continuous process. A properly designed and carefully implemented performance appraisal schemes offer a massive potential at both the organisational and individual level (Naidu et al., 2008:51).

The Mpumalanga Department of Basic Education's vision is to provide quality education training towards a better life for all. The department commits itself to rendering skills development by involving stakeholders and maximum utilisation of resources. The province's academic output is not the best compared to the other provinces in terms of the grade twelve end of year results. It manages to score an average performance of just over 50% and becomes the second from bottom of

lower performing provinces in South Africa. Its districts, circuits and schools experience severe performance challenges (Mpumalanga Department of Education, 2008-2011:4).

The White Hazy Circuit of Education has not been performing well for the past three years in the Ehlanzeni District. According to the Ehlanzeni District Average per centre, the 2009 National Senior Certificate (NSC) statistics shows that the White Hazy Circuit had an average of 43% pass rate, which is below the set standards which are 80%. Therefore, the circuit is labelled as an underperforming circuit which contributes to the poor performance of the province. The then MEC for education in Mpumalanga, Mr Siphosezwe Masango (2008 to 2010:9), emphasises the importance of an ongoing capacity building for educators, managers and school governing bodies. He also outlines strategies of developing the teaching force and the non-teaching staff in an endeavour to provide quality education, so that service delivery, economic growth and development can be enhanced.

According to the Mpumalanga Provincial Government Department of Education, Annual Performance Plan (2008/09 to 2010/11:8), and human resource development is one of the six priority areas of intervention that have been identified by the Provincial Growth and Development Strategy (PGDS).

The Minister of Higher Education and Training, Dr Blade Nzimande (2010), in his speech during the inaugural plenary meeting of the human resource development stated that the development of human potential is a priority for South Africa. Human resource development can lead to better performance of the circuit and enable the province to realise its goal and better life for all. The teaching and non-teaching staff should possess skills that will uplift the standard and the performance of the educational institutions, so that the challenges faced by the Hazyview area, that is, producing less numbers of learners who qualify to register at the university, can be alleviated.

The circuit comprises of primary, combined, and secondary schools. The performance of a school is mostly judged by the grade twelve end-of-year results. The Matriculation or Senior Certificate is regarded as the main outcome indicator of

the education system. However, it should be noted that the learner development process begins from grade R up to Grade 12. Arends (2003:14) argues that as the focus shifts away from the academic bias in our schooling system to vocational education and other exit points, new indicators will be developed.

He cited major problems with using the matric pass rate as the main indicator of performance as many pupils do not get as far as Grade 12, and that the pass rate does not indicate how many years the successful pupil took in completing Grade 12. All this points to the realisation that human resource development should be considered as the nucleus of any developmental activities. In a television interview, October 2011, the Minister of Basic Education, Ms Angie Motshekga states that education is a societal issue.

Teaching as one of the pillars of the society needs to be conducted in an organised way so that it addresses the needs of the community. Therefore, skilled and committed educators are required to fulfil the societal mandate, which is, teaching and learning.

It is not difficult to understand that the speed of change generally, and particularly in South Africa, implies the need for different ways of managing. The emphasis on democracy, which is so much a part of plans to transform the country, also appears consistent with the emphasis on devolved decision making and consultative/consensual approaches in human resource management (The Commonwealth Secretariat, 2003:24).

The key resources for the improvement of schools performance are the people who work in them. It is therefore important to note the role and the influence of educators, the school management team, and the principal in the performance of the school. The Commonwealth Secretariat Report (2003:34) maintains that the purpose of an organisation is to enable ordinary human beings to do extraordinary things.

It is the test of an organisation to make ordinary people to perform better than they seem capable of, to bring out whatever strength there is in its members and use each person's strength to help all the other members perform. It is the task of the

organisation at the same time to neutralise the individual weaknesses of its members. Major educational policy concerns in South Africa include poor performance and inadequate outcomes of schooling, concerns that relate to the search for school quality and improved mechanisms to assess school performance (Canada-South Africa Education Management Programme, 1997:25)

As a matter of concern on the general performance of schools, the Mpumalanga Department of Basic Education has developed a provincial learner attainment strategy known as School Transformation and Reform Strategy-STaRS. The overall objective of the strategy is to enhance the quality of the learner performance by ensuring that all learners are developed to realise their full potential to succeed and to eliminate conditions that lead to perpetual mediocre performance.

This study aims at unfolding factors which have an influence on performance of schools at the White Hazy Circuit, and the role played by the department's employees in the various schools. The results of the study could be used by all the human resources personnel at schools and circuits who are involved in the development and application of performance management process. It could as well be used by the school management teams, especially the heads of the departments in understanding their expectations from the educators under their departments.

The results could also be used by any human resources department and practitioners responsible for performance management, and students in the field of Human Resources Management, to understand the role of human resources in performance management, and interdependent role between HR and the school management teams.

1.3 STATEMENT OF THE PROBLEM

School performance depends on the programmes and activities, capabilities and resourcefulness of its personnel, which includes both teaching and non-teaching personnel. Despite the good performance of the district, the performance of the schools within the circuit is a worrying factor. Improvement strategies or turn-around

strategies are drafted but still results do not reach the circuit and regional target of 80%, which most schools have adopted.

According to the Ehlanzeni Region matric end of the year statistics documents (2010:5), the White Hazy Circuit managed to get 54% in 2007, 44% in 2008, and 49% in 2009. Even the better achieving schools in the circuit do not produce quality results in terms of learner attainment or levels and they obtain between 50% and 69%. This is evidenced by the few learners attaining university entrance levels.

The circuit is struggling to fulfill the mandate of the government, which is achieving good results by utilising the available resources in an optimal way. Leadership and management are not convincingly demonstrated at schools, and that might be due to a lack of effective training and development programmes. Needs assessments are not genuinely conducted at school, hence it becomes difficult even for the circuit to develop a performance management system.

Results analysis is done for the purpose of submitting the statistics to the circuit, district and even provincial offices and not correct and improve the situation in schools. It becomes a routine activity which bears no fruit. Educators lack proper training to manage the curriculum and performance. They also lack the skills necessary to deal with the problems which affect teaching and learning. It is against this backdrop that this study seeks to understand the effects of human resource development on the performance of these schools in White Hazy Circuit.

1.4 AIM OF THE STUDY

The aim of the study is to understand the contribution of human resource development on the performance of schools in White Hazy Circuit.

1.5 OBJECTIVES OF THE STUDY

Objectives of the study are set in order to successfully respond to the research problem. According to Auriacombe (2001:49) the research objectives have to explain

how the researcher plans to solve a research problem. The objectives of the research must be precise and clearly defined. The objectives of this study are:

- To identify factors that can have effect on human resource development and performance in White Hazy Circuit secondary schools;
- To determine if educator development and performance management programmes are correctly implemented in schools;
- To examine the role of educators, school management teams, and the principals in school performance, and
- To make recommendation on how human resource development strategy and school performance can be improved.

1.6 RESEARCH QUESTIONS

There are several research questions that need to be answered by this study.

The following are some of the most important questions that will guide the study:

- Which factors can have influence on human resource development and performance in White Hazy Circuit secondary schools?
- What effect do the school development programmes have on school performance?
- How can educators, the school management teams, and the principals ensure implementation of human resource development to enhance performance at school?
- What recommendations can be made to improve human resource development and performance in the circuit?

1.7 DEFINITION OF CONCEPTS

The following concepts that appear in the title, introduction, background to the study and the statement of the problem were briefly explained to prevent ambiguous interpretation:

Human Resources Development refers to formal and explicit activities which will enhance the ability of all individuals to reach their full potential. By enhancing the skills, knowledge and abilities of individuals, HRD serves to improve the productivity

of people in their areas of work, whether these are in formal or informal settings (Department of Education, 2008:10).

Performance refers to the degree to which a development intervention or a development partner operates according to specific criteria/ standards/ guidelines or achieves results in accordance with stated goals or plans. Daft & Marcic (2004:78) define performance as the organization's ability to attain its goals by using resources in an efficient and effective manner.

Performance Management can be defined as a holistic approach and process towards the effective management of individuals and groups to ensure that their shared goals, as well as the organisational strategic objectives are achieved (Nel, Werner, Haasbroek, Poisat, Sono & Schultz, and 2010:417).

School Performance refers to the activities conducted in a planned manner in order to realise the set goals, and improvement of the prime functions of the school, that is, teaching and learning (Lumby, Middlewood & Kabwe, 2003:33).

Training is an attempt to alter or change the knowledge, skills, and behaviour of employees in such a way that the organizational objectives are achieved (Amos, Ristow, Pearse, 2008:324).

1.8 RESEARCH DESIGN

A research design is a plan or blueprint of how the researcher intends to conduct the research (Mouton, 2002:55). The choice and rationale of a design is informed by the kind of study to be conducted. The purpose of a research design is to specify a plan for generating empirical evidence that will be used to answer the research questions. Research design is a very important part of an investigation, since certain limitations and cautions in interpreting the results are related to each design and because the research design determines how the data should be analysed (McMillan & Schumacher, 2006:22).

The present study will be based on both quantitative and qualitative research designs because of the nature of the problem and the aspects that need to be covered.

1.8.1 Choice and rationale of design

Qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participant's point of view (Leedy and Ormrod, 2001:147). It enables the researcher to collect verbal and nonverbal data from a number of participants. Qualitative research seeks a better understanding of complex situations. In the present case, one will be able to establish the effect of human resource development on the performance of the Circuit. In qualitative research, the work is often exploratory in nature and observation may be used to build theory from the ground up. The researcher enters the setting with open mind prepared to immerse himself in the complexity of the situation and interact with his participants. The research process is context bound and flexible guidelines are used.

Qualitative study aims to provide an in-depth description of a group of people or community. Such descriptions are embedded in the life-worlds of the actors being studied and produce insider perspectives of the actors and their practices (Mouton, 2002:148).

Quantitative research involves the use of structured questions where the response options have been predetermined and a large number of respondents are involved. Simply put, quantitative research considers numbers, symbols, measurements and statistics in outlining key variables for the collection, analysis and interpretation of data. However, measurements applied must be objective, quantitative and statistically valid (Babooa, 2008:136).

A quantitative research approach can be divided into two categories, namely, (a) studying human beings and behaviours directly by means of inter alia, survey and interviews, and (b) indirectly by means of computer simulation studies, secondary data analysis and statistics (Mouton, 2001:52-164). It could be safely argued that a

quantitative research approach relies largely on the application of strict measurable techniques and applications.

1.9 Outline of the Research Report

The research report is structured as follows:

Chapter One

Introduction and background

This chapter outlines the purpose of the study, background and the problem statement will be stated. In particular, this chapter focuses on the role of human resource development towards the performances of schools.

Chapter Two

Literature Review

This chapter outlines the previous literature related to the area of study being explored. Getting ideas and opinions of other researchers on the study and the methods they used to investigate pertinent issues will serve as a foundation and a wealth of ideas to build and enrich the present study and to avoid duplication and unnecessary repetition. The literature review will initiate discussion about other researchers' findings and generate different views about the subject of study.

Chapter Three

Method of data collection and analysis.

This chapter will report on various data collection methods that will enable the researchers to obtain maximum and relevant information. Data collection will be confined to the target population and the data from the samples will be analysed manually and also with the aid of computer programmes.

Chapter Four

Data presentation and interpretation

Collected data will be categorised and coded for meaningful interpretation in this chapter. The data will be presented in words, graphs, tables or pie charts, with the

aid of the computer programmes such as the Moonstats and SPSS. Inductive analysis will be used on this qualitative data.

Chapter Five

Conclusion and recommendation

This chapter will provide consolidated information gathered from the participants. The summary of information will establish as to how human resources development contributes to performance, and recommendations will be made to address the problem, which is, underperformance in the circuit under study.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

A literature review can be defined as a critical evaluation of previous scholarly writings that are relevant to the research topic (Bless, Higson-Smith & Kagee, 2006: 24). According to Mouton (2002: 86) and McMillan & Schumacher (2006:76), it is important that every research project begins with the review of the existing literature in its particular field of study, to avoid duplication and unnecessary repetition. Such a review helps the researcher to consolidate the theoretical foundation of the study. It is also through literature review that a researcher discovers whether the study has some significance or whether it will lead to new knowledge (Hofstee, 2006:91).

Human resource development (HRD) is about taking purposeful action to increase the aggregate levels of skills in the workforce so that opportunities for individuals are maximized, and thereby benefit society as a whole. The development of human resources is for ensuring higher and lasting performance in any institution that is concerned about its outputs. The human resource development (HRD) provides a framework for self-development, training programmes and career progression to meet an organisation's skill requirement (Stare & Klun, 2008:153).

Human resources remain the cornerstone towards the achievement of organisational goals. Performance management becomes the vehicle through which individuals' and organisation's goals can be aligned. The challenges facing the Department of Education in particular is that, its product attracts public interest, hence systems that can bring about better performance need to be developed (Department of Basic Education, 2008:11).

Heery and Noon (2001:160) and Price (2004:558) define human resource development as the process of encouraging employees to acquire new skills and knowledge through various training programmes, courses, and learning packages. Heery and Moon (2001:160) further state that the main aim of human resource

development is to build competency amongst employees so that the objectives of the institution can be achieved. Human resource development should be perceived as an engine that will drive the organisation's systems with proper application of skills which will enhance better performance.

Stare & Klun (2008:153) argue that HRD includes resourcing and performance assessment, to identify the actual and potential talent. Traditionally, performance was measured by using the productivity concept of quantity of output compared to quantity of inputs. This concept leads to the approach that performance must be measurable in quantitative terms. Although quantitative measurable is preferable in most situations, it does lead to greater emphasis on efficiency rather than effectiveness (Schutte, 2000:171).

Development issues should be everybody's business in an institution. Senior management should allocate resources and provide training to employees to raise competency level and acquisition of more skills and knowledge.

South Africa is a role player in the global village. Most countries are implementing a systematic strategy for human resources development, it is the best investment an institution can do to enhance staff performance.

Staff development should be considered as a process that addresses the challenges that retard development. Learners who are also future leaders of this country will have better opportunities of accessing further education and training, higher education, and that will lead to community development (Department of Basic Education, 2008:7).

Human development at circuit level will improve performance, but will generally benefit the country by addressing challenges such as economic growth, unemployment, poverty, infrastructure development and rural development. The Hazyview area is made up of rural communities, hence if the pass rate (school performance) increases, learners will have better opportunities of accessing higher education and that will lead to community development.

The Minister of Higher Education and Training, Dr Blade Nzimande in his inaugural speech (30 March 2010) states that South Africa inherited the outcomes of a deliberate policy of under-development of our people in 1994. He further states that education performance still replicates patterns of poverty and privilege. South Africa has therefore come up with legislation which was aimed at integrating education and training for the development of human resources. While the government is making some endeavours of transforming the education system, it encounters some resistance to change.

Having realised that education is key to social and economic development of the country, the government has made a draft on Human Resource Development strategy for South Africa 2009-2030. The draft contains some strategies through which the country will develop its human resource in terms of economic competitiveness, knowledge and education and human development.

South Africa has noted that other countries in the Southern African Development Community (SADC) with lower gross domestic product (GDP) and less expenditure on education are achieving better on education outcomes. This indicates that good planning and monitoring yield development (Department of Basic Education, 2008:11).

While most attention and focus is given to the subject content and lesson plans, people who are expected to manage the programmes, that is, the school management team (SMT) and the principal are not fully equipped. Before the introduction of a new system the staff should be thoroughly developed to face and be able to overcome the challenges of a new system. Pillars for support should be strong enough for any significant improvement and development to happen.

2.2. THE ROLE OF HRD AND MANAGEMENT IN SCHOOL

Human resource development is being viewed today as an important strategic approach to improving productivity, efficiency and profitability. The level of human resource development which is the central driving force in the achievement of organisational goals is not encouraging in most schools and should be given the

needed boost by building the knowledge, skills, working abilities and innate capacities of all the employees (George, 2012:1).

2.2.1 TRAINING AND DEVELOPMENT

According to Nel, Werner, Haasbroek, Poisat, Sono & Schultz (2010:148), training serves a dual role in that it helps management meet its human resources requirements, while at the same time increasing the market value or marketability of those being trained. They also believe that personnel at the appropriate management and supervisory levels need to receive training in the application of policies and procedures.

From the concept of human resource development, education human development mainly emphasises the professional growth of teachers and revolves around training activities for teachers. Some research conducted in Taiwan schools in the year 2000 indicate that workshops and seminars are the most common in education training and are so effective in teacher development processes (Yin-Che Chen, 2011:5).

Throughout the world, organisations devote a significant portion of their funds and staff time to training, with the goal of improving the effectiveness and efficiency of their staff and their programmes. Often, however, they have designed and implemented this training without adequately diagnosing or planning for the needs of the organisation or the employee. As a result, it is not always clear whether the training has either addressed individual performance problems or contributed to improving the organisation's overall performance. It is therefore important to firstly determine the training needs and integrate planning into the overall HRD system of the organisation (Jarrett, 2008:10-11).

Bittel & Newstrom (1990: 221) note that the function of a company's training or human resource development department is to identify training needs, specify or provide training programmes and methods. They further suggest that training specialists can be of help in determining specific training needs to enhance performance.

Dauphin & Starbird (1996:117) and Grobler, Warnich, Carrell, Elbert & Hatfield (2006:300) point out that the main reasons for staff development are:

- Creating conditions to increase an organisation's effectiveness and competitiveness;
- Gaining highly-motivated staff;
- Achieving suitable human resources to introduce and implement new programmes;
- Increasing skills required to use the organisation's available technological resources;
- Ensuring rapid and suitable replacements for any staff that leaves the organisation.

Human resource development could be an alternative to turning a low performing school around, though such a strategy has not been as prominent in current turnaround efforts. Under the human resource development strategies, the focus is on improving the entire stock of teachers in the school to make them more productive than they have been previously (Michael, 2013:14).

Employees need to be capacitated to be able to utilise available resources in an effective, efficient and decisive way. Training should consider factors such as institution history and products, economics and human relations which are natural to the employee. Analysis of these factors will lead towards establishing the influence of each factor in an institution and the development of appropriate strategies. In situations where inequalities still exist, South Africa should not use a blanket approach in addressing issues.

The schools in the circuit exist in a unique environment and have dynamic systems and cultures which influence the day-to-day activities of the schools. It is important therefore that problems of a particular school be identified, classified, and addressed accordingly. A performance system is effective only if all employees and managers understand why and how to use it. Managers should have access to training so that they can administer the process and convey developmental goals to employees in a sensitive and successful manner (Meyer & Botha, 2000:388).

In his study, Gemo (2005:20) states that staff development programme should include formal (upgrading) and non-formal (short term training) to increase the competence of staff over time. Gemo observes that the new institutional approaches and new training challenges need serious attention.

Randall (2008:23) reports that teachers who are confident in their teaching are more able and ready to implement new ideas in their classrooms as would be necessary with the implementation of a new curriculum. Randall (2008:23), in reporting on transforming resources into results at the school level, mentions, among other things, that the quality of teachers and activities in the classroom must improve if improvement in the education is to be expected.

He acknowledges that overall learning levels remain low in Africa and cautions that an improvement in resources does not necessarily mean better learning will take place. He suggests that teachers need support systems and that the community should sustain them. Of course, many factors may contribute on the performance of schools, but the key factor is human resource development as the agent of transformation.

Appraisal of staff is an important technique of improving the performance of people in their jobs. Grobler & Warnich (2006:303) summarise the functions of the appraisal schemes as follows:

- To discover the work potential, both present and future, of individuals and departments;
- To construct plans for manpower, departmental and corporate planning;
- To discover learning needs by exposing inadequacies and deficiencies that could be remedied;
- To develop individuals through advice; information and shaping their behaviour with praise or punishment;
- To add to employees job satisfactions through understanding their need;
- To check the effectiveness of personnel procedures and practice;
- To ensure that employees reach organizational standards and objectives, and

- To enable the organization to share out the money, promotions and prerequisites apparently fairly.

An examination of an organisation's employee appraisal scheme can show a great deal about how the organisation sees its staff and how it should be managed and developed (Sission, 2005:23). Central to growth and development is human development. Ittner and Larcker (1997:523) argue that changes in human resource management practices may also be required for successful process improvement.

Ittner and Larcker further state that, among the changes recommended in the process management literature are increased training in problem-solving and learning skills, greater use of teams to bring together a broad set of complementary skills and foster cross-functional cooperation, expanded empowerment of employees to respond to process contingencies and customer requirements without managerial approval, and increased emphasis on non-financial and team-based performance measures in order to communicate the significance of process management to all employees and mitigate the disincentives for cooperation that occur when performance is measured at the individual level. Employees who possess the necessary skills and knowledge, and positive attitudes are likely to perform to the best of their ability.

The country's human resources hold the key to many of its economic and social problems (van Dyk, Nel, Oedolfp & Haasbroek, 2008:15).

Essentially, beginning from the teacher development stage, teachers should never stop learning and performing research. More importantly, the professional development and education training of teachers should be mutually complimentary with their subject of expertise and career development. However, relevant studies from Hsinchu Educational Computer Centre (2008) has shown that, although the proportion of teachers holding master's degrees has reached 30%, a high degree of correlation does not exist between the professional development of teachers and the organisational effectiveness of the schools (Yin-Che Chen, 2011:2).

Education is the main vehicle towards the country's development, therefore, educational institutions should optimally develop and utilise their resources not only for their interests, but for the upliftment of the standard of living of the entire nation.

According to van Dyk et al. (2008:15), the country needs people who are:

- Literate and numerate;
- Skilled at various levels in order to increase the country's production processes more cost-effectively;
- Enterprising and willing to take charge of their own development, and
- Proud to be citizens of South Africa and willing to make the country one of the winning nations of the world.

All major strategic plans are weighted in terms of human skills available to implement them specify alternative ways to obtain these skills. The where and how of obtaining the skills required are considered at the outset of policy formation and planning processes. Therefore, HRD specialists should be concerned to use training and development of resources in an effective manner (Garavan, 2007:14).

Provision of proper training to all teaching and non-teaching staff will be development the department can give to the circuits. The five-day workshops that were conducted on the introduction of National Curriculum Statement (NCS) brought some confusion. Educators never comprehended the new system, yet they were obliged to implement it. It is for this reason that performance is not at its best. The idea of training 50 educators as Master Trainers and sending curriculum implementers to schools as stipulated in the strategic plan would not uplift the performance standards, because of the large number of schools to be covered and the scope of work to be done in a short space of time.

2.2.2 HRD DATA

Human resource development should be considered as a process because of the dynamic nature of the work environment. According to van Dyk et al. (2008:15), various strategies and approaches should be employed in the development of human resources and that idea is supported by Sisson's appraisal scheme. In actual fact, an analysis of factors contributing to poor Circuit performance needs to be conducted, also keeping in mind that human resource development plays a pivotal role.

According to The Commonwealth Secretariat report (2003:23) and Moloi (2005:105), human resources management should lead to a sufficiently motivated workforce and emphasise the need for psychological contract and commitment rather than a mere compliance. Therefore, participation in organisational tasks should be endogenic and the spirit of collectivism should prevail.

However, the management should ensure that focus is not lost and that all the energies applied are aligned with the organisational goals. The management of people becomes of central strategic importance to all managers, and the focus moves from compliance with policy to motivating human beings to give of their best in a direction aligned with the strategy of the organisation (The Commonwealth Secretariat 2003:24). The Commonwealth Secretariat report emphasises the importance of integrated approaches in HRM with policy as a guide and not a rigid instrument.

2.2.3 ASSESSING THE HRD CAPACITY

One of the most important things an organisation can do is to establish a strong comprehensive HRD system to be able to gather information that will help it to plan for and implement the system. The organisation should determine its areas of strength and areas that need strengthening. The assessment should look at the areas of the organisation's HRD system, including human resource capacity, human resource planning, personnel policies and practices, human resource data, the performance management system, and training. According to Jarret (2007:11), a team of staff from different departments and different levels of school should be established to:

- Do assessment;
- Discuss findings;
- Prioritise areas of need;
- Develop an action plan;
- Implement the plan, and
- Generate wider support for ongoing HRD efforts in the school.

Working in teams will also help in increasing the participation of staff in all departments, thus addressing all possible concerns and fears.

The Implementation Plan for *Tirisano*: January 2000 - December 2004 (Ministry of Education, 2000) has as a priority the goal to develop the professional quality of the teaching force, with a strategic objective of developing a framework for educator development that promotes and enhances the competence of all educators. One of the performance indicators cited in the plan is that all educators should participate in the educator development programmes.

2.2.4 PROFESSIONAL DEVELOPMENT OF EMPLOYEES AND THEIR ROLES

Lumby and Middlewood (2003:187) state that one of the key factors in managing development is to identify the aim and purpose of the programme and its relevance to the needs of the institution. Professional development of the staff may target individual needs or those of the whole school. The principal and the management in particular, have the responsibility of establishing a responsive supervisory system, encouraging leadership and, developing and maintaining a performance management system. Educators play an important role in their self-development programmes and processes.

2.2.4.1 The role of educators in professional development

According to the South African Council of Educators (SACE) Act 31 of 2000 an educator should keep abreast of educational trends and developments, and promote the ongoing development of teaching as a profession. Through goal-setting, employees can get the abilities they currently lack based on the professional abilities needed to reach objectives as well as based on personal career development goals. Educators should set development plan appropriate for themselves, including the education and training programmes they want to participate in, and then discuss feasible methods with their supervisors to develop a career development and training plan most appropriate for the employee, taking into account the organisation's resources (Choi-wa Dora Ho, 2006:7).

Schools' value-added performance is positively associated with its ability to retain productive teachers. Teachers have to work in groups and need to learn from one another's wisdom and insights as they develop capacity to reflect and research (Michael, 2013:13).

Tirisano, which means 'working together' emphasises the engagement of educators in the development process of education. It is important that educators be involved in planning for professional development that identifies and solves problems that develop schools or school practice (du Plessis & Conley, 2007:115). Du Plessis and Conley view educators as change agents who should participate in planning processes. Proper planning should result in personal professional development, staff development and school improvement. Educator involvement and participation in school activities eliminate uncertainties and promote collectivism and grounded ownership. In situations where every individual's view is recognised, flow of ideas is guaranteed and transparency can be acquired.

2.2.4.2 The role of the principal and the school management team in professional development

The principal and the SMT are appointed to their positions on the basis of their professional and managerial expertise and broad knowledge of their educational field. Their role is to provide assistance, support and advice to educators in order to promote professional growth and development. The SMT is expected to facilitate work rather than to dictate what the educators should accomplish (Naidu, Joubert, Mestry, Mosoge & Ngcobo, and 2008:44).

Vertical and horizontal communications ensure better culture of teaching and learning, thus creating a conducive school climate which makes it easier for the leadership to manage programmes. Lock, Grobler & Mestry (2006:11) define human resource management in education as those activities through which the teaching staff can be acquired, facilitated and improved by means of management strategies in order to bring about an increased effectiveness in education and training.

The Employment of Educators Act 76 of 1998 states that the principal has the responsibility for the professional development of his/her staff in the field of work/career and participation in professional bodies, that is, the extent to which the teacher acquires further and new skills and expertise in, not only his/her own learning area but more particularly in educational thinking, administration and/or technical areas. The Act further stipulates the leadership role of the principal as the ability to have initiative and act decisively.

Therefore, the principal as the human resource manager, and the school management team (SMT) need to conduct annual job analysis survey in order to establish specific requirements for individual positions within the school as an organisation. The management should always strive for enhancing performance by:

Forecasting the HRM needs to achieve objectives;

Developing and implementing a plan to meet the identified requirements, and

Recruiting the human resources required to achieve objectives.

The Task Team on Education Management Development in its report recommended to the Minister of Education that: the primary purpose of education management is to constantly improve the quality of teaching and learning in schools and other educational institutions (Department of education, 1996:64).

2.2.5 ESTABLISHING A RESPONSIVE SUPERVISORY SYSTEM

The role of the supervisor in an effective human resource system is critical, as he or she provides the bridge between the organisation and the employee. The supervisor communicates the larger goals of the organisation to the employee, and, through the work planning processes, guides the work of the employee to directly support these goals. The supervisor needs to be aware of gaps in job readiness, and to support the development of employee skills and capacity as needed. The supervisor must also be aware of problems in the employees' performance that cannot be solved through training or development activities and make decisions about how to address them in a positive and constructive manner (Jarrett, 2008:10).

Managers must allow supervisors adequate time to meet with and develop their supervisees in order for the supervisory process to be effective in meeting the needs

of the staff and the organisation. The organisation must fully integrate the supervisory process with other HRD components, such as performance management and personnel policy.

2.2.6 ENCOURAGING HR LEADERSHIP AT SCHOOL LEVEL

Human resource leaders link all components of human resources to create one, integrated HRD system. By so doing, the leader will be sending a message to all staff that the organisation will treat them fairly and will respect their contribution to its success.

Taking a leadership role in Human Resources

Every organisation or programme needs leadership at the highest level to support the human resources section. To take the leadership role on HRD, one should:

- Create a positive climate for human resources;
- Create a management structure for human resources;
- Define what needs to be done;
- Forge new organisational arrangements that foster employee participation, team work and growth;
- Ensure that human resource activities are integrated throughout the organisation;
- Involve staff at all levels and from all departments in HRD;
- Dedicate staff and budget to building human resource capacity within the organisation;
- Make learning an organisational priority;
- Provide a link between internal human resource management and external stakeholders;
- Influence education policy makers
- Influence the curricula offered by pre-service training organisations;
- Forge new directions for HRD in the organisation.

The principal purpose of education management development therefore is to improve the organisational performance structures in the education system primarily

that of school-school effectiveness, school efficiency and school relevance (Department of Basic Education, 1996:64).

The Commonwealth Secretariat (2003:67) in its report argues that “it is people who make organisations and structures work”, and that, “managing and developing people appropriately can facilitate continuous improvement in any organisation”. According to Thurlow (2003:33) these quotations underline certain current concerns and understandings in South African education, which can be summarised as:

The organisational performance of schools, in respect of their prime function (teaching and learning), generally needs substantial improvement.

The key resources for the improvement of school performance are the people who work in them.

Improvements in the performance of schools, and people’s contributions to these, have to be managed and new ways of managing are required.

Managerial performance includes both effectiveness and efficiency (Schutte, 2000:171). Schutte defines effectiveness as doing the right things, and efficiency as doing things right. Aquilior (2003:23) states that the organisational effectiveness depends on the alignment of individual, departmental and organisational strategic objectives. Managerial performance constitutes the ability to realise targets or objectives. The main focus of performance management is to ensure that daily task execution is aligned with organisational strategy. Hodge, Anthony and Gales (2003:64) argue that organisational strategic objectives are a means to an end; the manager is responsible for converting the strategic plans into organisational, departmental and individual objectives.

The principal is facing the challenge of managing the school effectively by creating, maintaining, reviewing and developing an environment which promotes effective learning and teaching. Though human resource development is key towards better performance, it can yield poor results if conditions are not conducive. Educator development should empower educators to be able to deal with challenges and overcome educational obstacles.

Welch (2001:6) indicates that the principal as the leader should focus on results and achievement, not on power and control. Welch further states that leaders should be hard-headed when it comes to results, but soft-hearted when it comes to people. This can simply be translated as follows: as a leader you should try to touch the hearts and minds of your staff. In so doing, strive to create a corporate soul and transform your school into a learning organization.

2.2.7 DEVELOPING AND MAINTAINING A PERFORMANCE SYSTEM

One of the most important tasks of a human resource leader is to support the establishment of an organisation-wide performance management system that connects strategic and operational plans with performance measures for organisational units and for individuals. This system will help employees understand how their work contributes to the success of the organisation, which may make them feel more motivated and be more productive.

Simply setting the standards does not ensure that the standard will be reached, though standards, of course, are an important starting point (Adler & Reed 2002:26). Coffman, Gonzalez-Molina & Gopal, (2002:38) emphasise the importance of discovering the talents of each employee to enhance performance. They do not believe that high achievers are made, instead, they are born. Of course, it would be a futile exercise to provide more money and external training times to employees with the expectations of high-quality work. That would be a wrong approach. Employees are selective in receiving, processing and assimilating information. The brain determines what information is to be used or ignored.

Dealing with human resources is an intricate and dynamic process which needs a lot of mental activities, especially from the management. No one size fits all approach should be used when addressing issues of performance of employees. The schools should be able to know the difference between knowledge, skills, and talents. Coffman et al. (2002:38) explain the three concepts needed in enhancing performance, as follows:

- Knowledge as either factual, the information related to a job operation, or experiential, what is learned through experience;

- Skills as the nuts and bolts of a job, the how-to aspect, which comes with training, and
- Talent, channel through the right job, is the one which is constantly required for superior performance.

In any institution, employees will have knowledge and skills of the work they are expected to do and also follow the manuals or guides precisely so, but that will not guarantee high performance.

The decisive factor towards superior performance will be the talent which the individual employee possesses. Talent encompasses thinking, feelings, and behaviour applied for effective and positive results. Everyone has talent, but it needs to be discovered, and nurtured for superior performance. Discovering the talents of each employee will help a great deal in allocating time, tasks, and other resources. Thus, planning will not be generalised, but will be specific and focused. In that way, it becomes easy for the institution to align its programmes for the set objectives or existence of the institution.

2.3 THE STRATEGIC MANAGEMENT IN PERFORMANCE MANAGEMENT

The attainment of HR is fast becoming a vital ingredient in strategic organisational success. Effective workforce planning influences the organisation by eliminating surprises, preventing problems and improving the image of the HR department (Nel, Werner, Haasbroek, Poisat, Sono & Schultz, 2010:218). Human resource planning clarifies in advance how certain functions will be implemented or adjusted. A fully functional human resource system and good HRD planning can facilitate the transfer of power to lower levels by making it easier to restructure educators' duties, supervision and training of the staff will assume new responsibilities (Jarret, 2007:6).

2.3.1 HRD PLANNING

According to Garavan (2007:14) human resource development needs to be linked to human resource management systems and collaborative planning processes.

Scholars suggest that human resource planning is the specific action in analysing and planning enterprise human resources based on overall, forward-looking, and quantitative role of the organisation. Human resources planning is the primary task in human resources development, labour-capital relations, and performance assessment require effective integration of overall and strategic perspectives.

Through human resource planning, these objectives must compliment operating strategies in order to exert organisational goals. The objective of labour planning is to estimate the future and allocate labour supply and demand, pursuing and gaining adequate labour at the right times and reducing labour costs, emphasising personal gains and social responsibilities in order to adapt to the organisational development and changes in social and political environments to achieve organisational objectives (Yin-Che Chen, 2011:3).

Ehlers and Lazenby (2010:2) emphasise the importance of strategic management as a tool which can enhance performance and abilities of strategic managers. Ehlers and Lazenby define strategic management as a process whereby organisational functions and resources are integrated and coordinated to implement formulated strategies which are aligned with the environment, in order to achieve the long-term objective of the organisation and therefore gain a competitive advantage through adding value for the stakeholders.

The alignment of strategic goals is important in order to achieve a shared understanding of performance requirements throughout the organisation, thus providing an opportunity for everyone to make an appropriate contribution to the attainment of organisational strategic goals (Armstrong, 1999: 442). Dobson (2001: 9) states that the strategic plan of each business unit should be clearly expressed and communicated so that it drives the organisation in the right direction in terms of short and long term operational key performance areas.

Performance management helps organisations align organisational units, operational processes and individuals with predefined goals and objectives, born of a common strategy (Dobson, 2001:11). Institutions such as schools should formulate strategies that will ensure how a particular goal will be realised. During strategic planning,

comparisons on performance can be done, that is, internally and externally. Internal comparisons can be inter- and intradepartmental or based on previous records.

Analysis of factors that influence the operation of the schools can lay a solid foundation for proper planning. External comparison will entail looking at the performance of other schools. These comparisons will establish what strategy should be employed, resources to be used, and the roles and type of stakeholder to be involved, thus adding value to the institution. Strategic planning leads to a development of clear criteria about what the organisation is trying to achieve (Luthuli 2005:98). Cikizwa (2010: 21) views strategic planning as an organisation's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people.

Strategic management should yield the following outcomes (benefits):

- Higher performance. This can be depicted through the final results and the proper utilisation of resources.
- Improved communication across the different levels in the school. Effective internal communication makes dissemination of information easy and employees will understand clearly the goals and objectives of the school and will therefore work towards the achievement of the set goals.
- Empowerment. Employees have to take direct control and ownership of certain strategies, and if they are involved throughout the whole process of strategic planning, they will be committed and empowered to implement these strategies successfully.
- Discipline and a sense of responsibility to the management of the school. Through proper strategic planning by the management team, plans that will engage employees in a meaningful way should emerge. This involves the tasks and roles of an individual employee.
- More effective time management. Tasks and duties to be performed by employees have time frames to be observed. Employees should therefore budget and expend their times and efforts fruitfully.

- More effective resource management. Scarcity of resources is the major challenge of institutions, therefore, the available resources should be utilised/managed wisely in an attempt to achieve the set goal.
- Strategic management. Every employee should feel as an important role player in the whole process. This will encourage proactive thinking of employees and therefore breakdown resistance to change.

Once the strategy has been developed, it makes sense to identify all the stakeholders and performance areas such as human resource and finance and determine what the drivers of performance are for each area and the likely benefits to be derived from concentrating on those drivers. Possible outcomes need to be determined during the planning sessions in order to channel all the ideas to the right direction. It must be borne in the minds of all stakeholders what the organisation is striving to achieve and how it wants things to be done.

2.4 THE ROLE OF PERFORMANCE MANAGEMENT

The next section in this chapter deals with the notion of performance at the organisational and individual levels, and raises matters related to the measurement of performance. This chapter discusses the management of people and their performance from a human resource management (HRM) perspectives and highlights the implications of this for school managers.

Performance management is the driving force in a successful organisation. It ensures that individuals and teams work together to achieve a suitable competitive advantage. This means planning for performance improvement, coaching to fulfil the plans, managing progress continuously and recognising and rewarding achievement. It becomes a way in which strategic change is achieved (Hale, 2004:354)

Bellingham and Campanello (2004:276) argue that in order for performance management to be effective, people need to understand the standards of performance on which they are being evaluated.

Warner (2002:178) argues that organisations under-use their performance management system because they become focused on completing forms and reports that they lose sight of the real purpose behind the system. The same contention is shared by William (2002:579) who further stresses that performance need to be effectively managed no matter what the circumstances the organisation.

Many organisations are beginning to see performance management process as a dynamic, real time feature of work life. It is not a separate, stand-alone process. It should be rooted in the organisation's core strategy and based on clear understanding of what role it will play in achieving business goals. In other words, performance management supports an organisation's overall business goals by linking the work of each individual employee or the manager to the overall mission of the work unit (Costello, 1994:643; Weiss & Hartle, 1997:220).

Performance management should not be considered as a one size fits all system. It is therefore important for every organisation to develop and refine its own approach to performance management. Although there is no perfect model, each organisation needs to assess how performance should be managed and then design, with contribution from line managers and staff, a process to fit the environment. Thereafter, it is necessary to continually assess how the process is serving the needs of its customers and the organisation (Weiss & Hartle, 1997:235).

There is a need for school managers to manage ways in which to improve the effectiveness of their staff by the development of motivating work climates. Managing performance is not just a matter of training people. It should be viewed as a gateway between personal achievement and organisational effectiveness. By giving each job holder a picture of the behaviours required for superior performance, the organisation is producing a powerful process for self- improvement (Weiss & Hartle, 2007: 238).

Customer satisfaction, quality and teamwork should be the primary drivers of performance management and need to be in alignment with a process culture. The understanding of a particular organisational culture and their alignment with performance management is critical to any company undergoing change.

Encouraging teamwork and rewarding superior performance are important elements of an organisational culture (Weiss & Hartle, 2007: 345).

Some organisations have begun to track performance using a variety of measures such as quality, customer satisfaction and team work. Without a performance management system that is organic, there will be difficulties in matching individual performance with this new set of measures. Performance should be judged both on what was accomplished in the job and how those results were achieved.

2.4.1 The link of performance management to Human Resource Management (HRM)

Performance management is about relationship. People value the opinion of someone they respect and trust. Effective performance management requires communication and feedback. This requires rapport, candour, honesty and a genuine sense of caring. The success of the public service in delivering its operational and developmental goals depends primarily on the efficiency and effectiveness with which the public servants carry out their duties. The major advantage of performance management is its attempt to link organisational activities, including the behaviour and competencies of all employees, to the organisational goals (Meyer & Botha, 2000:384). Managing performance is a key human resource management tool to ensure that:

- Employees know what is expected of them;
- Managers know whether the employee's performance is delivering the required objectives;
- Poor performance is identified and improved, and
- Good performance is recognised and rewarded.

Performance management is therefore an integral part of an effective human resource management and development strategy (White Paper on a New Employment Policy for the Public Servants, 1997). Table 1 below outlines the characteristics of integrated performance management and their links to HRM functions:

Table 2.2. Characteristics of Integrated Performance Management and its HRM functions

Performance management	Human Resource Functions
Links to organisational strategy clearly communicated to all employees.	HR planning; job design and analysis (job description).
Setting of individual performance goals	Job analysis (job description); performance appraisal
Providing regular feedback on progress towards those goals	Performance appraisals
Providing opportunities improving performance	Performance appraisal, training and development
Links between results and results and rewards	Performance appraisal; compensation

Source: Meyer & Botha, 2000: 384

Integrated human resource management and development including performance management is generally inadequate for institutions to achieve and maintain their service delivery standards (Government Strategy to Enhance Delivery Institution, 2003). The focus on results should be the preferred approach to performance management because it takes a customer perspective and enables an individual's effort to be linked to organisational goals.

Performance management should be valued, not dreaded. It should serve to maximise organisational performance, not hold it back. It is a gateway between personal achievement and organisational effectiveness. Jeffrey (2006: 445) states that performance management has become a more strategic issue for organisations than it was in the past.

Effective performance management requires that employees (educators) and the school management team (SMT) work together to set performance expectations, review results, assess the institution's and individual's needs and plan for the future. Performance management does not need to be formal in order to be effective. Jeffrey describes performance management as a new human resource management

tool that marks a change of focus in organisations away from a direct-and-control to a facilitation model of leadership. This has led to the recognition of the importance of employee and relating work performance to the strategic or long term and overarching mission of the institution as a whole. Employees' key performance areas are taken from the institution's strategic direction which in turn supports the mission and vision of the institution as a whole.

Letsoalo (2007:13) states that performance management supports the overall business goal by linking the work of every individual employee and the manager to the overall mission of his/her unit. Thus, all employees play a key role in the success of their organisation. The way in which employee's performance is managed does not only affect the individual employee and his/her work unit, but it also affects the performance of the entire organisation.

Banfield and Kay (2008:270) describe performance management as a framework in which performance by individuals can be directed, monitored and refined. They also view performance management as the process of creating a work environment or setting in which employees are enabled to perform to the best of their abilities.

Roberts (2001:12) also views performance management as an ongoing communication process, undertaken in partnership, between an employee and the immediate supervisor that involves establishing clear expectations and understanding about:

- The essential job functions the employee is expected to do;
- How the employee's job contributes to the goals of the organisation;
- What doing the job well means in simple terms;
- How the employee and the supervisor will work together to sustain, improve, or build on existing employee performance;
- How job performance will be measured, and
- Identifying barriers to performance and removing them.

From the above mentioned authors it is evident that the process of performance management involves a lot of interactions from the different levels of the

organisations. Performance management as a human phenomenon cannot occur haphazardly. It supports the institution's goals by aligning the function of each employee or manager with the overall organisational goals. An effective performance management process generally starts with identifying clear goals, which are used as the foundation for ongoing coaching and performance review. Performance management is not an appraisal event, but an ongoing process involving performance planning, feedback, evaluation and development.

The emphasis should be on providing employees with feedback on their success in achieving specific performance goals and expectations, as well as on their ability to develop core competencies and skills (Chingos & Marvick, 1997:351).

The Public Service Regulations, 2001, (Notice No. 21951 of 2001) stipulate that performance management should be undertaken as a partnership between employees and their immediate supervisors. It should take place as an ongoing process that involves the establishment of clear job expectations and an understanding not only of the essential job functions as an employee is expected to perform, but also:

- an indication of how the employee's job contributes to and is aligned with the strategic goal of the organisation and
- what the quality requirements are and how they will be measured

Performance management in the public sector operationalises policy implementation.

Cikizwa (2010: 15) and Tshukudu (2006: 16) state that a very important aspect of performance management is that it does not entail one activity only. It is part of the employee development cycle in which the employee agrees with the manager on the expected performance of tasks, evaluation standards, tools and resources required and important dates when performance will be formally discussed. The purpose of performance management is to help the employee improve his/her performance in order to achieve organisational goals, which could include improved stakeholder participation. It is important to consider and respect the needs of all the organisation's stakeholders as they all are the key to the organisation's bottom line.

Riches (2007: 15-16) suggest that any discussion of the topic of performance, poses questions about the relationship between individuals, with their own needs and drives, and the way they perform in any institutional context. There are inevitable tensions between organisational demands for performance and the individual needs of people within an organisation. In all aspects of people management, there are dilemmas between seeing people as a source for organisational advancement and effectiveness and considering their own demands and sensitivities.

These tensions and dilemmas hamper both management and performance in an institution. In such instances, the report of the Task Team on Educational Management Development argues that, care needs to be taken to balance the aspirations of the individual against the needs of the organisation in the achievement of its objectives (Department of Education, 1996:67).

Riches (2007:16-17) emphasises the critical point that performance has to be managed, and argues that a truly managed approach is not direction by edict but guidance by example and through a valuing of the development of needs of members of the organisation and their involvement policy-making and the allocation of resources. This is a liberal spirit of performance.

Riches (2007:17) further states that all attempts made to improve performance should be conducted in the same spirit, which values employees as human beings and enables them to do extraordinary things. This management makes improved outcomes possible by empowering people to aspire and achieve new heights of performance.

Tshukudu (2006:16) states that performance management aims at obtaining better results from individuals, teams and the organisation by understanding and managing performance management with an agreed framework of planned goals, standards and competencies .

2.4.2 The role of performance management in ensuring quality management

According to Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2010:505) there are four major weaknesses in which performance management is being conducted. Firstly, there is little indication of a real sense of ownership of performance management among managers. This results in little depth of commitment, as too many managers perceive it as a top down process with no feedback loop. There is also a widespread perception that performance management systems are owned by the HR departments. Finally, a lack of thought and imagination is shown in tackling issues of rewards. If these issues are addressed at school, the quality of performance management systems will be improved and maintained.

However, if the system itself prevents good work, individuals will not be able to improve their performance, even if they want to. It therefore means that the quality of a performance management system can be assured only if educators have a significant control over the variables that affect their individual performance. Meyer (2008:32) maintains that the most important criterion in performance management should be a measurement of an individual's contribution towards the fulfilment of the organisational goal. It is important that performance systems are adapted to support quality management implementation. A performance management system is effective only if all employees and managers understand why and how to use it (Meyer & Botha, 2000:388).

Luthuli (2005:65) states that performance management and measurement is based on Lord Kelvin's famous adage which says that 'what gets measured gets done'. Luthuli further states that 'if you don't measure results, you can't tell success from failure' and that public executives have no idea whether they are cutting muscle or fat when they cut the budgets unless there is a system that measures performance. Efforts put by employees in any specific task should be measured to establish the influence of the inputs or programme employed. Human resource development programme should somehow be evaluated against predetermined standards and criteria.

Performance management ensures if the correct methods and procedures, and resources are effectively and efficiently utilised to achieve the set goals of the institution. It therefore helps managers to sustain quality management.

The purpose of individual performance management is to ensure that the performance goals of individual employees are aligned with the strategic goals of the departments, sections and the organisation (Cikizwa, 2010:21). Each educator in a particular department should develop individual goals that are in line with the department's goals, targets, and the overall organisational goals. In the integrated quality management system (IQMS), educators are expected to draw a personal growth plan (PGP) where they will indicate their areas of development and how that development should take place.

Support is a key element in developing quality and empowering educators, hence the development support group (DSG), which is made by the evaluatee, the peer and the head of the department should be in place.

Individuals who are working in an environment which is constantly changing require support. Managing people and developing their skills ensures continuous improvement and positive change for everyone in the organisation and makes excellence in our schools possible (Department of Education, 1996:45)

The question of how to measure performance effectively in ways to improve service delivery, is clearly one of big issues in public management (Behn, 1995: 314). Performance measurement is not a new idea. Rather, it is an established concept that has taken on greatly renewed importance in the current context of public and non profit management (Poister, 2003:123). Promoted as a tool for improving effectiveness, performance measurement is seen by some as a case of performance not living up to promise. It is also perceived as not making a meaningful contribution to decision making. On the contrary, it is seen as improving the necessary intertwining of policy making and implementation, and also improves the quality of policy and decision making by managerial echelons. It invites continuous improvement in effectiveness and efficiency (de Bruijn, 2001:415).

Measuring productivity in the public sector is not an easy task because various qualitative aspects have to be considered in addition to the output of goods and services which is only rarely quantified. There is a view that performance measurement does not do any justice to the nature of the activities performed by the public organisations in that they are providing public services which are multiple as they must do justice to different values (de Bruijn, 2001:416, Hilliard, 1995:121).

Public organisations are professional organisations providing public service. Performance measurement is a very powerful communication tool because it reduces the complex performance of a professional organisation to its essence. Performance measurement is an incentive for production, for innovation, for adequate accountability and it reinforces an organisation's external organisation (de Bruijn, 2001:419).

Performance measurement is about the efficiency, quality and effectiveness of human service programmes (Martin & Kettner, 1996:345). It is also the public sector's way of determining whether it is providing a quality product at a reasonable cost, and whether the objective of economy, efficiency and effectiveness are achieved (Hilliard, 1995:123). Performance measurement as a process of defining, monitoring, and using objective indicators of the performance of organisations and programmes on a regular basis, is of vital concern to managers in government and non-profit sector (Poister, 2003:125).

An important aspect of implementing a high performance workplace is putting in place a performance management system that will enable employers to measure staff performance, report results, and improve performance continuously (Popovich, 1998:198). However, in the public sector the difficulty of developing a performance management system must not be underestimated. The performance of learners in national tests and examinations is widely used as an indicator of the effectiveness of the school (Rowe, 2007:87). As Smith and Ngoma-Maema, (2003:351) put it that learner test results have become such an accepted indicator of school performance for many, and that a school with high test scores is per force a good school.

For any organisation, they need a range of indicators if we are to measure performance and make judgements about effectiveness. Therefore, we would expect to see measures of outcome, output, throughput and internal functioning (Williams, 2002:312). While it is clear that performance measurement is important in services, its success depends totally on the way that the measurement system is designed and how it is implemented (Van Looy, Van Dierdonck & Gemmel, 1998:716).

2.4.3 Implementing performance management to support quality management

According to Luthuli (2005 :67) performance management and measurement means setting goals, defining strategies and programmes and achieving those goals and establishing systems to evaluate progress.

Performance management should strive to:

1. Improve performance of an organisation from the point of view of efficiency, effectiveness, and quality, by;
 - Strengthening accountability and fostering responsibility on the part of managers;
 - Providing knowledge about how an organisation is performing:
2. Motivate and reward employees on the basis of a system that is based on evidence of performance:
 - creating a link between individual and organisational performance;
 - providing opportunities for better decision-making, and
 - improving communication both internally and externally.

Middlewood and Lumby (2003:5) state that while school principals and other managers seek commitment from their colleagues, this cannot be assumed and its development does not occur by chance. Rather, commitment is something that has to be managed. They suggest that development involves:

- articulating a clear sense of purpose, so that staff knows what they are supposed to be doing and why;

- translating a sense of purpose into clear and realistic objectives for the institution, groups and individual;
- providing opportunities and removing barriers to the achievement of those objectives;
- involving staff in developing that sense of purpose and identifying targets so that, whatever possible, they feel the ownership of their work;
- integrating staff within the work of the school so that they feel their contribution is essential and unique, and
- valuing staff and the qualities, skills and expertise they bring to the organisation.

As it is indicated in Spangenberg's integrated model of performance (Table 2 below), an integrated performance process should be designed to encourage open, ongoing communication between the manager and the employee. It should be viewed as a flexible process which involves managers and their staff as partners, but within a framework which sets out how they can best work together.

Table 2.3: Spangenberg's Integrated Model of Performance Management

Organisation	Process/function	Team/individual
	PERFORMANCE PLANNING	
Vision Mission Organisational goals set and communicated	Goals for key process linked to organisational and customer needs	Team mission, goals, values and performance strategies defined. Individual goals, responsibilities, and work-planning aligned with process/function goals
	2.DESIGN	
Organisation design ensures structure supports strategy	Process design facilitates efficient goal achievement	Teams are formed to achieve process/function goal Job design ensures process requirements reflected in jobs; job logically constructed in ergonomically sound environment
	3.MANAGING PERFORMANCE (AND IMPROVEMENT)	
Continual organisation development and change efforts Functional goals (in support of organisational goals) managed, reviewed and adapted quarterly Sufficient resources allocated Interfaces between functions managed	Appropriate sub-goals set process performance managed regularly reviewed Sufficient resources allocated Interfaces between process steps managed	Active team-building efforts, feedback, co-ordination and adjustment Developing individual understanding and skills; providing feedback Sufficient resources allocated
	4.REVIEWING PERFORMANCE	
Annual review, input into strategic planning	Annual review	Annual review
	5.REWARDING PERFORMANCE	
Financial performance of organisation	Function rewards commensurate with value of organisational performance and function contribution	Rewards commensurate with value of organisation performance, and for team contribution, for individual; function/team performance and individual contribution

Source: Spangenberg (1994:215)

2.4.4 Measuring performance for quality service delivery

Public sector performance is currently a significant issue for management practice and policy, and especially the turnaround of those organisations delivering less than acceptable results. Theories of organisational failure and turnaround derived largely from business sector and require adaptation to the public service.

The performance of public organisations is more complex to measure and is related to institutional norms, and the idea of “failure” is problematic (Jas & Skelcher, 2005:1).

The improvement of organisational performance is a major theme in contemporary debates about the governance and management of public services. It reflects the greater emphasis that is now given to measuring the outputs and outcomes of public policy, the emergence of performativity as a central discourse within public management and the encouragement of feedback to governmental agencies by active citizens and consumers (Boyne, 2003:211).

Everything that an organisation produces, whether goods or services, and in whatever form of enterprise, and irrespective of its reason for existence and its dominant coalitions, is conceived, developed, produced, and released into the need-hungry, globalised environment through human resources (Nel, Werner, et al., 2010:53)

Luthuli (2005:173) states that the aim of performance measurement is to establish that institutional target, efforts, whether objectives have been achieved and to identify sources of problems and decide how they can be corrected. Performance measurement is a very important tool of monitoring and evaluation. Luthuli (2005:260) indicates that the performance measurement system should be aligned to objectives setting and the performance review processes of the organization. Performance objectives can measure the extent to which a system is desired to achieve. Thus, there should be links between

performance indicators used for operational purposes and indicators used to monitor performance. Every individual in the organisation should know and understand the target so that strategies and plans can be aligned. Teaching and non-teaching staff are periodically appraised in line with the set standards and expectations.

School-based educators are assessed by using the Integrated Quality Management System (IQMS) guide document. IQMS, as it is popularly known, incorporates both internal and external forms of accountability. It therefore serves as a system for both quality assurance and accountability measures. Specific structures that need to be established to carry out the IQMS include:

- The school development team (SDT), consisting of the principal, some members of the SMT and democratically elected Post Level 1 educators. This team is responsible for planning, organising, overseeing, coordinating and monitoring quality assurance activities.
- The development support group (DSG), which must consist of the immediate supervisor of the teacher to be evaluated and one other teacher. The purpose of this group is to assist the educator in overcoming identified weaknesses and enhancing identified strengths.
- The SMT's responsibility is the day-to-day monitoring of quality in the school (ELRC, Resolution 8 of 2003).

The IQMS is the outcome of the agreement reached in the Education Labour Relations Council (ELRC) (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The ELRC document outlines the IQMS as an integrated quality management system that consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. The programmes are:

- Developmental Appraisal (DA)

The purpose of the Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of

strength and weakness, and to draw up programmes for individual development.

- Performance management (PM)

The purpose of Performance management (PM) is to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and rewards, and incentives.

- Whole School Evaluation (WSE)

The purpose of the Whole School Evaluation (WSE) is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. The performance of educators is measured against the performance standards which are set in the IQMS document. Each performance standard has a set of criteria that support that particular activity. Performance measurement is basically aimed at improving quality service delivery. Quality assurance is a management task which need not be compromised in this competitive dispensation. Kelemen (2003:43) and Dawson (2003:148) state the importance and impact of quality management through the proper utilisation and engagement of human resources.

It should be known that pay systems on their own do not manage people or performance, and this is an important lesson which many organisations have failed to learn. Well designed rewards will reinforce key business messages. Performance management plays a vital role in reinforcing the link between compensation and culture of the organisation (Weiss & Hartle, 1997:134).

2.5 BENEFITS OF ESTABLISHING A STRONG HRD SYSTEM

Human resource practices have a positive influence on organisational learning, which in turn has a positive effect on school performance (Katou, 2009:337). According to Mayo (2000:521) there is a positive relationship between HRD and school performance. The table below illustrates the importance of establishing a strong HRD system in an organisation:

Table 2.4

To the Organisation	To the Employee
Increases the organisation's capacity to achieve its goals	Improves equity between employee compensation and level of responsibility
Increases the level of employee performance	Helps employee understand how their work relates to the mission and values of the organisation
Uses employee skills and knowledge efficiently	Helps employees feel more highly motivated
Saves costs through the improved efficiency and productivity of workers	Increases employee job satisfaction
Improves the organisation's ability to manage change	

Katou (2009:346)

Wright, Gardner & Moynihan (2003:27) suggest that human resource development has direct influence on educator skills and motivation, which are subsequently translated into improved operating performance, which has a direct influence on school performance

2.6 CONCLUSION

This chapter provided an overview of human resource development in schools, strategic planning as a basis for performance management, the role of educators and the management team in the human resource development and school performance processes. The study supports that HRD strategies positively affect school performance and it also shows the relationship between educator development and school performance.

Areas of study that were pursued by different scholars were explored in detail. A literature review as a concept has been described in order to get a

holistic understanding before the actual discussion, using the perspective of different scholars. The next chapter focuses on research methodology.

CHAPTER THREE

3. RESEACH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this study was to understand how human resource development contributes towards the performance of secondary schools in the White Hazy Circuit. This chapter presents the research methodology, research design, population, sampling method, data collection, data analysis, and internal and external validity of the study.

3.2 RESEARCH METHODOLOGY

There are two paradigms that determine the direction of a research project from its commencement to the last step of writing the research report. These paradigms are quantitative and qualitative research approaches (De Vos, 2001:80). This research has used a combination of both quantitative and qualitative methods with much emphasis on the quantitative approach. The aim of using both approaches is to gain an understanding of the research participants' perspectives on how human resource development contributes towards school performance in the White Hazy secondary schools.

In this study, data were collected from the principals, the SMTs and educators. The nature of the data dictates the methodology. If data are verbal, the methodology is qualitative and if it is numerical, the methodology is quantitative (Leedy & Ormrod, 2001:147). In this study, a mixed method was adopted in the sense that both quantitative and qualitative approaches were adopted. Hardy and Brynman (2004:197) argue that people tend to assume that quantitative and qualitative research are totally different and it is not true because both of them are concerned with data reduction, answering research questions and both relate data analysis to the research literature.

A mixed method research model which was adopted comprised two phases:

Phase 1 - This phase is the main study which was both quantitative and qualitative involving a questionnaire and statistical analysis.

Phase 2 – A more “free range” qualitative pilot study, in which open-ended questions about the participants’ opinion were asked was carried out. This phase was carried out to explore potential issues pertinent to the study.

3.3 RESEARCH DESIGN

A research design is a guideline within which a choice about data collection method has to be made. It is planned and structured to be participatory or action research in nature (Mouton, 2001:150)

3.3.1 POPULATION

A population is a group of individuals that conform to specific criteria and to which we intend to generalise the results of the research (McMillan & Schumacher, 2006:119). The population that the researcher was interested in was the teaching personnel in the secondary schools in the White Hazy Circuit. Table 3.1 below further provides detailed information about the population, and the sampling approach of this study.

The table below indicates the name of school, the population size and the sample:

Table 3.1: Purposive sampling technique

School	Population size	Sample
Lungisani Secondary School	Principal	01 01
	SMT/HOD	05 02
	Educators	21 04
Siphumelele Secondary School	Principal	01 01
	SMT/HOD	03 02
	Educators	15 04
Mshadza Secondary School	Principal	01 01
	SMT/HOD	05 02
	Educators	22 04
Bhekiswako Secondary School	Principal	01 01
	SMT/HOD	04 02
	Educators	21 04
Sibukosetfu secondary school	Principal	01 01
	SMT/HOD	07 02
	Educators	25 04
Khetsalwati Secondary School	Principal	01 01
	SMT/HOD	04 02
	Educators	20 04
Total	158	42

3.3.2 SAMPLING

McMillan and Schumacher (2006:119) refer to a sample as a group of participants from whom the data is collected. The sample was drawn from a population consisting of principals, heads of departments/school management teams and educators. It is also possible to reach accurate conclusions by examining a portion of the total group.

The definition of sampling is a technical device to rationalise the collection of data, to choose in an appropriate manner the restricted set of persons, objects and events from which the actual information would be drawn. The researcher employed a non-probability sampling technique, particularly the purposive sampling method, which assisted him to choose in an appropriate manner, the restricted set of participants (Bless & Higson-Smith, 2000:83).

The purposive sampling method was chosen because the researcher was concerned with relevance of the sample in the sense that only those schools who performed poorly during the end of the matric results were used. The purposive sampling method allowed the researcher to acquire information that would build up arguments toward a deeper understanding of participants' perception of the effect of HRD toward school performance. In this study, the research sample constituted of 42 participants who are mostly involved with Grade 12 activities. There were 6 principals, 12 HODs who are also SMT members and 24 educators.

3.3.2 DATA COLLECTION

Data collection is a series of interrelated activities aimed at gathering good information to answer emerging research questions, in order to meet the objectives of this study (Letsoalo, 2007:62).

3.3.2.1 DATA COLLECTION APPROACH AND METHOD

Data collection methods may be grouped into two categories which are: quantitative and qualitative methods. In the quantitative method data are collected in the form of numbers. In this study, a questionnaire was used as a standardised data collection instrument. In the qualitative method data are collected in the form of words to get the personal view of the participants. Methods are more effective when addressing specific kinds of questions (Neuman, 1997:30).

Leedy and Ormrod (2001:158), and McMillan and Schumacher (2006:340) state that researchers usually select one primary data collection strategy, such as

observation or interviews, and use other strategies to verify the most practical, feasible, efficient, and ethical method for collecting data as the research progresses. Use of multi-method strategies also enhances the credibility of the study, hence the potential sources of data are limited only by the researcher's open-mindedness and creativity.

3.3.2.2 CHARACTERISTICS OF THE DATA COLLECTION INSTRUMENT

It is important to distinguish between two kinds of data namely, primary data and secondary data. Secondary data refers to the data that are available in published literature while primary data refers to the data which are the original source (Hanekom, 1997:28). The collection of primary data was deemed necessary because the researcher held the view that there was not sufficient or accessible primary data available on the topic under investigation.

Primary data in this study include the quarterly assessment schedules, end of year results analysis, assessment programmes, school and departmental management plans, school improvement plan (SIP), the human resource development programmes, minutes of the moderating committee and the Circuit Annual Performance statistics for a period December 2010 to December 2012. This approach is referred to as a textual/documentary analysis since the documents of the schools and the circuit are scrutinized to understand how challenges relating to human resource development and performance are addressed.

It is important that any data to be collected during the research process should be of assistance in answering the research question, namely whether the human resource development contributes towards school performance in White Hazy. The same methods of data collection could be used for different types of research provided the research design and data analysis method have been carefully thought through (Bless et al., 2006:182).

A study relies only on the quality of the facts on which it is based (Bless et al., 2006: 97). It therefore means that an excellent research design and a

representative sample are not sufficient to guarantee a reliable result if an analysis is based on incorrect data. It is necessary to ensure that data collected are accurate, so that analysis and results are reliable.

3.3.2.3 DATA COLLECTION PROCESS

The process for collecting data entailed gaining access to all six schools, presentation of oneself and becoming acquainted with the research subjects, the data collection procedure, and data collection instruments.

- **Gaining access**

Since gaining access to the research site could be an issue, the researcher asked for permission from the circuit manager. Arrangements were made with the research participants whereupon time schedules were drawn and agreed upon.

- **Becoming acquainted: The initial relationship**

Though the researcher was known to some of the participants, he had to create a relaxed atmosphere. The presentation of oneself is important because it leaves a profound impression on the respondents and has great influence on the success (or failure) of the study. The researcher's presentation of himself might be misrepresented by educators thinking that he is the spy for the management. Participants were informed that their participation was voluntary and the collected information would be strictly confidential (Rammala, 2009:36).

3.3.2.3.1 Data collection instruments

The methods of data collection used in this study include the distribution of semi-structured questionnaire. The method of data collection used is discussed below.

Semi-structured questionnaire

A questionnaire was used as a tool for collecting data in this study. Melville and Goddard (1996:41) state that tests, interviews and questionnaires are the most common data collection tools used in research. The questionnaire was used to determine the extent to which the role of human resource development influences the performance of schools in White Hazy Circuit in particular. The development of the questionnaire was based on the literature study discussed in chapter two. The questionnaire was selected as a data gathering tool because it allows for a uniform answering style and is easier and quicker to administer and analyse. It was mentioned that interviews were used for preliminary investigation of the perceptions of human resource and management in terms of performance management in the schools.

A questionnaire is a set of written questions and/or statements to which the research subjects are to respond in order to obtain data which is relevant to the research topic (McMillan & Schumacher, 2006:194; Jacobs, 1996:341). A semi-structured questionnaire is a questionnaire consisting of both open-ended and closed questions, and provides a greater depth than is possible with a structured questionnaire (O' Sullivan, Berner & Rassel, 2008:216). For the purposes of this study, a semi-structured questionnaire (see Annexure A) was distributed to the employees in six secondary schools in the circuit, that is, two schools in each ward. The employees included educators, SMT members, SDT members, and principals.

The semi-structured questionnaire was used to understand the views, perceptions and experiences of staff members on whether human resource development systems improve school performances.

The questions posed were intended to answer the research questions as generated in Chapter one of this study. The kind of questionnaire used in this study contains semi-structured (open-ended and closed) questions. The closed questions in this study were also developed based on the Likert scale type. Struwig and Stead (2001:95) state that the Likert scale type is

preferred to other forms of questions, such as dichotomous or open-ended questions, as the Likert scale type provides ordinal data. The following option on a Likert scale was used:

- Agree – supporting the statement/view.
- Strongly agree – showing very high degree of supporting the statement.
- Disagree – not supporting the statement.
- Strongly disagree – showing a very high level of not supporting the opinion.
- Uncertain/ I don't know – not sure or do not have information about the issue in question.

A good questionnaire forms an integrated whole. The researcher weaves questions together so they flow smoothly (Neuman, 1997:233). This study follows a quantitative and a qualitative research approach and no restrictions, guidelines or suggestions for solutions are provided to the respondents in the semi-structured questions. In the case of structured questions (quantitative), a range of possible answers are provided to allow the respondents choices. Semi-structured questionnaires are an efficient way of collecting data because they typically contain fixed responses and can be administered to a large number of people simultaneously (Cumming & Worley, 2001:15).

Some questions may require reflection or consultation before answering, for which a semi-structured questionnaire might be appropriate as used in this study. The reflection and consultation might not be possible if there is an interviewer waiting for a response, often resulting in hasty responses. However, the response rate for semi-structured questionnaires in general tends to be low, the return rate is often not more than 40 percent (Bless, Higson-Smith & Kagee, 2006:120).

At times, the poor response rate may be attributed to factors such as a poor mail service in rural areas, lack of interest or a busy schedule by respondents, affiliation of the researcher, image of the researcher, distance between the researcher and the participant, and the lack of motivation of the participants (Mouton, 1996:148-154). The researcher has the responsibility to plan and

execute the study in a manner that would minimise any threat to the reliability of the results. Multiple use of data collection methods increases reliability of results.

3.3.2.4 ETHICAL CONSIDERATIONS RELATED TO SAMPLING AND DATA COLLECTION

Issues of ethical confidentiality and privacy of personal rights of educators, HODs and principals had to be protected. Since participation was voluntary, every individual exercised his/her democratic right whether to participate or not. The semi-structured questionnaire also included the identity of the researcher, the aims of the study, as well as the assurance of confidentiality of the answers and respondents as an ethical consideration in order to encourage participation (see Annexure A). A letter of permission from the Circuit Manager to conduct the study in schools is also attached as an ethical clearance and provides this study with legitimacy (see Annexure B).

3.4 CONCLUSION

The research design and methodology used in this study were discussed above. Quantitative and qualitative research approaches were also highlighted with an indication of the preferred method that was applied in the study. This chapter also provides a detailed description of data collection method used in the study which includes a semi-structured questionnaire. The research approaches allowed the researcher to access information on the effect HRD strategy has towards school performance. Some of the issues that were not related to the research question but were relevant to the problem of poor performance also emerged. The research findings together with the interpretations are provided in the next chapter.

CHAPTER FOUR

4 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Chapter three discussed the research design and methodology which also included data collection methods. The primary focus of this chapter is to present the findings and also analyse the research data obtained. The analysis is based on the research data collected through the various methods discussed in chapter three including a questionnaire, documentary analysis, interviews and observations. Responses from several questions asked in the semi-structured questionnaire are discussed in detail.

This chapter intends to also provide possible solutions to the problem statement as highlighted in chapter one which sought to understand whether human resource development contributes towards the performance of schools in White Hazy Circuit, Mpumalanga Province. The results of this study are presented in the same order as the sections and statements appear in the questionnaire. The questionnaire consisted of three sections, namely:

- **Section A – Biographical information.**
- **Section B – The role of the principal, HODs and educators
in educator development and performance management.**
- **Section C – Open-ended questions.**

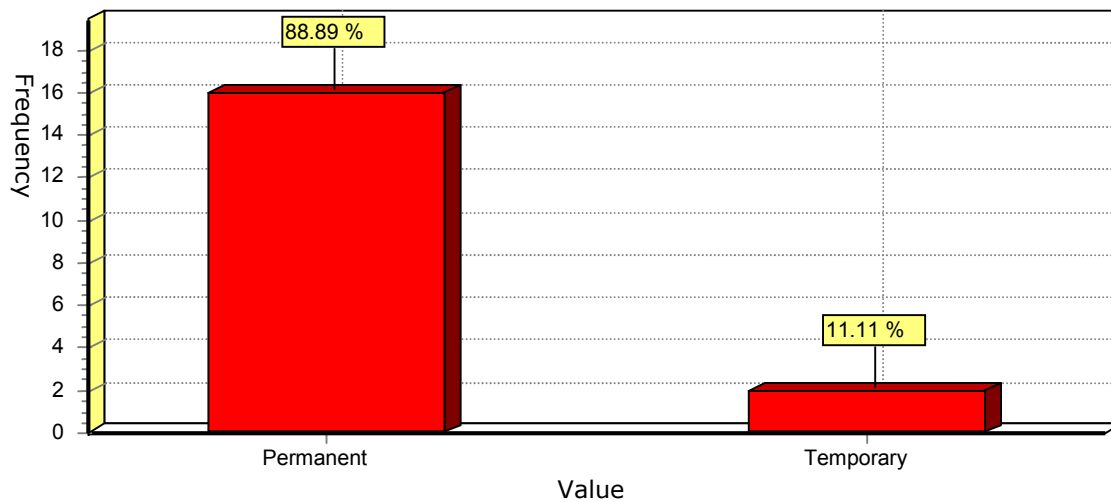
The results of the study were interpreted in conjunction with the results of the literature review.

4.2 DATA MANAGEMENT AND ANALYSIS

Section A

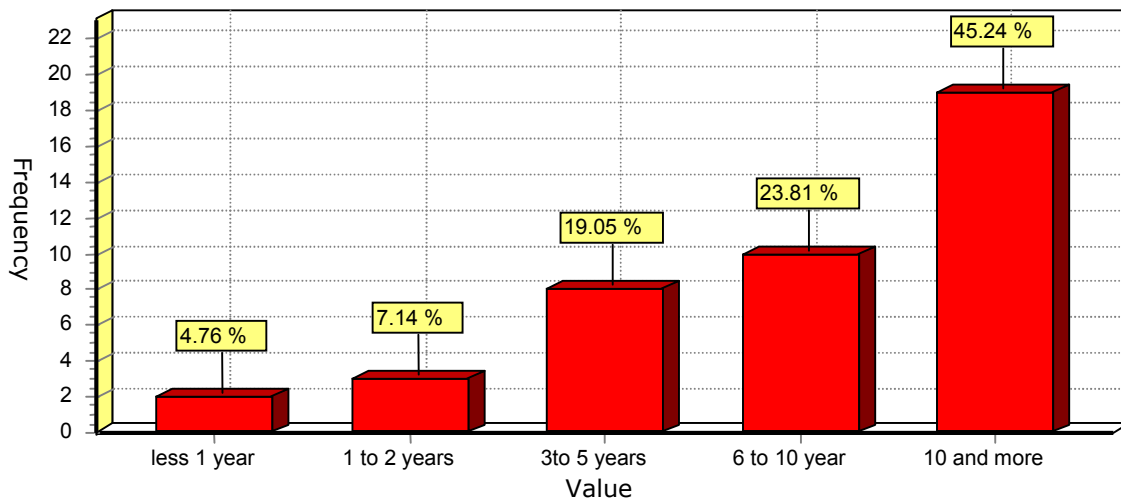
Biographical information

Figure 1:Nature of post



The figure illustrates the nature of the post for the school management team only. Out of the 18 participants, 16, which is 88.89% of the respondents, were permanent employees of the department whereas two respondents (11.11%) were temporary employed in an acting position. This was good for the study since the majority of the respondents were permanent employees with experience in their posts.

Figure 2: Teaching experience



This graph illustrates all the participants that are school management team and educators. The length of service reported by the respondents ranged between less than one year and more than ten years. The majority of the respondents were with the department for more than 10 years. This could be attributed to the fact that the majority of the respondents are exposed to various policies of the department.

Figure 3: Which department do you belong?

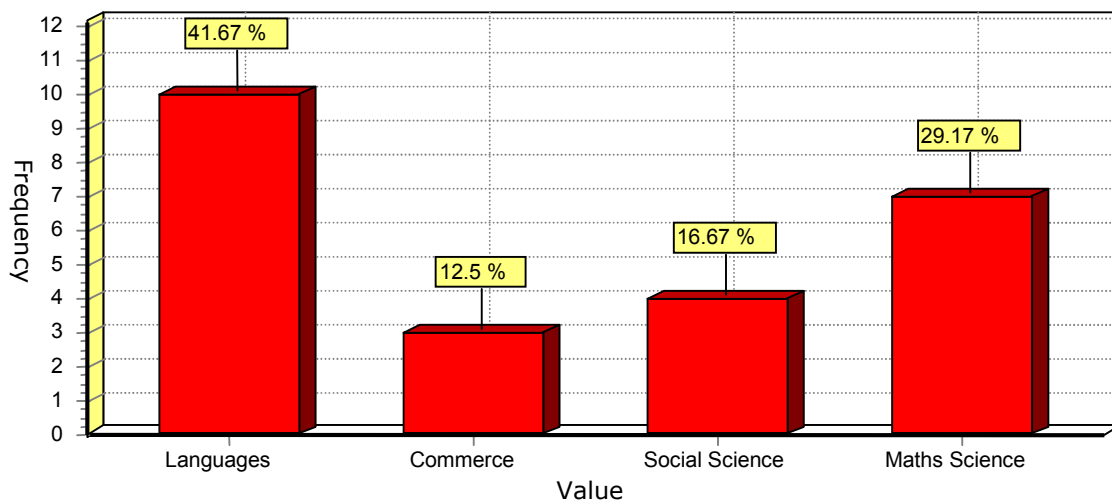


Figure 3 reveals that the majority of the respondents were from the language department whereas the minority respondents were from the commerce department. All the departments were represented.

Figure 4: Gender

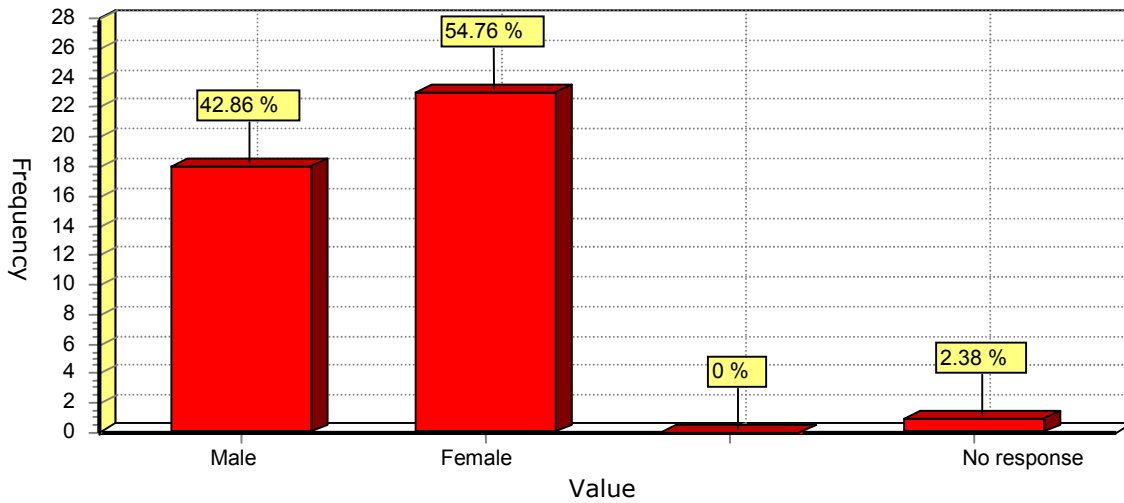


Figure 4 illustrates that gender distribution of the respondents who participated in the study was 23(55%) females, 18(43%) and 1(2%) unknown. One respondent did not indicate whether male or female. The response rate from both genders was good. There is a difference observed between the males and females who participated in the study. This may be attributed to the fact that the Mpumalanga Department of Basic Education, White Hazy Circuit has many female educators than male educators.

Figure 5: Age

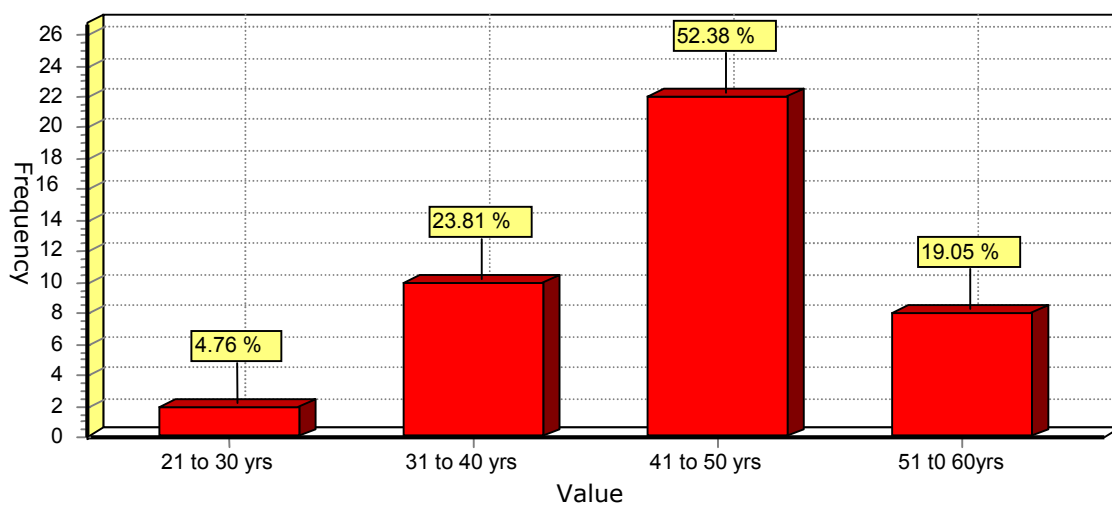
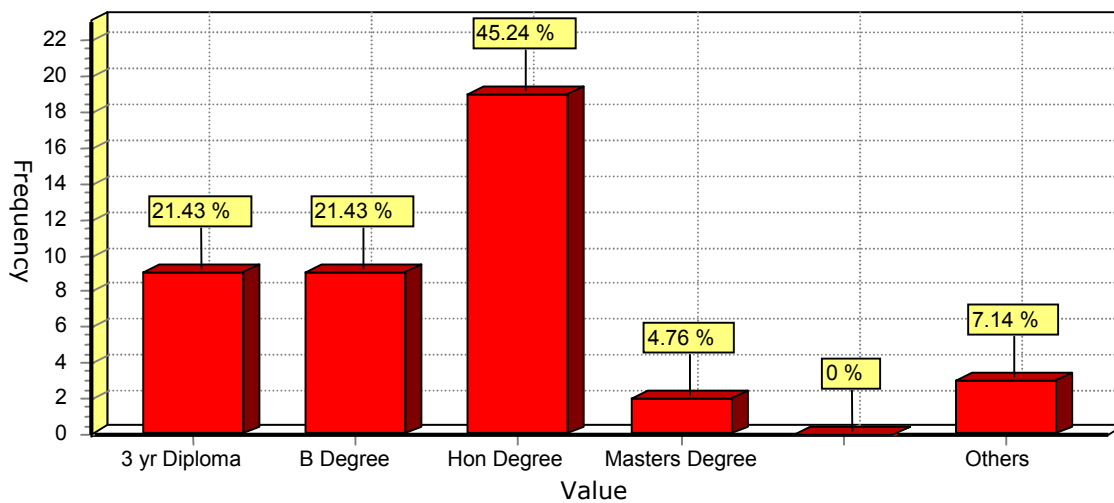


Figure 5 gives an indication of the age of respondents who participated in this study. The ages of the responding employees ranged between 21 and 60 years of which

the majority of respondents falling within 41-50 years. The reason for the higher response rate in the above mentioned age category suggests that most employees are adults with years of service.

Figure 6: Educational qualification



The respondents in this study were highly educated as illustrated in figure 6. The level of education of all the respondents ranged between 3yr diploma to masters degree, with the majority of the respondents having an honours degree. It is also interesting that both the 3yr diploma and the B degree are at 21.43%. This gives an indication that the level of education enhances and stimulates the ability to understand the concept of Human resource development.

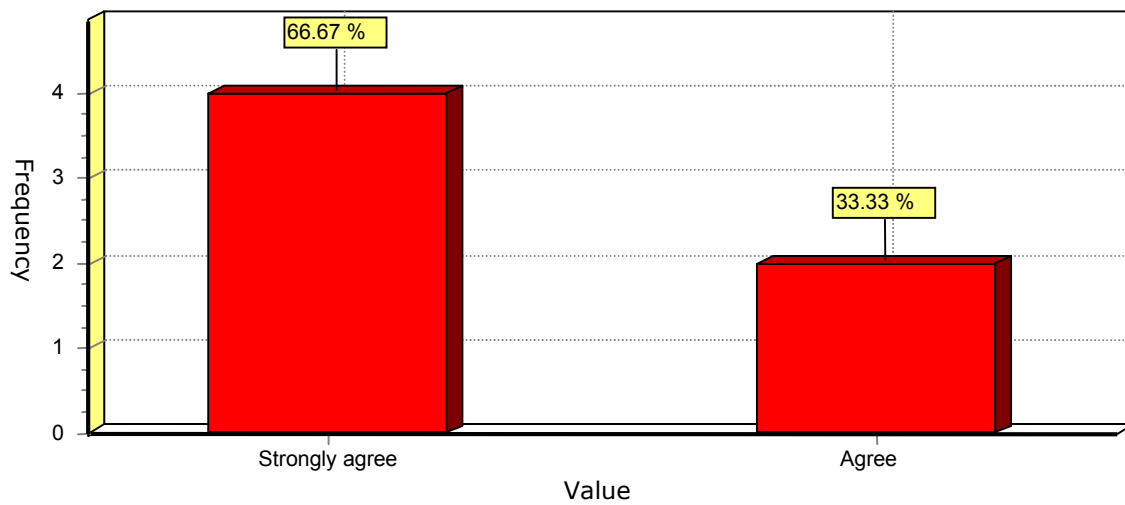
SECTION B

PRINCIPAL

Role of the Principal in the educator development and performance management

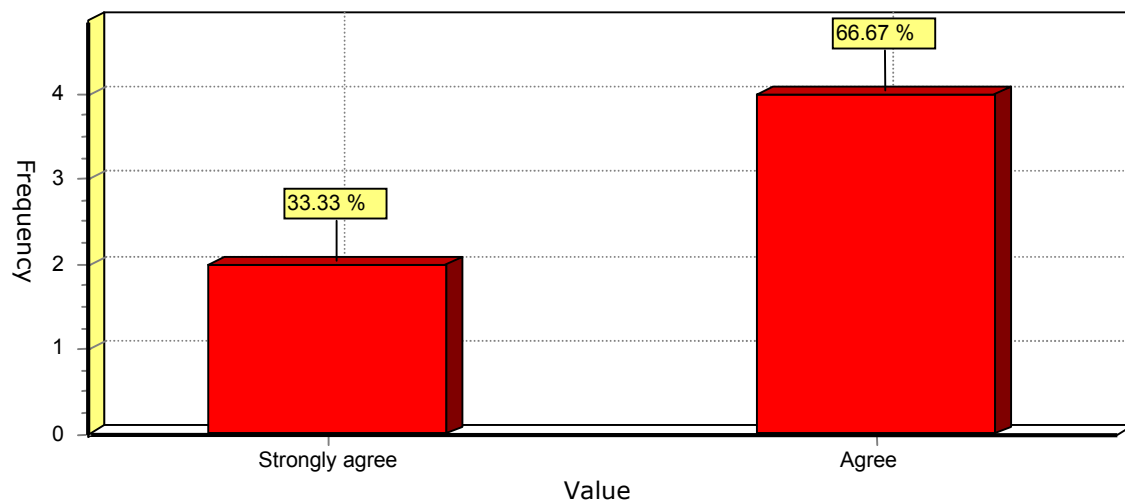
Options given to the respondents for them to answer the questions were based on the Likert scale type questions as stated in chapter three, and they are: agree, strongly agree, disagree, strongly disagree and uncertain. The questions are presented in Annexure B and the responses are stated below:

Figure 1: Take responsibility for the development of educators



It indicates that 67% of the respondents strongly agree that it is the role of the principal to develop his/her staff whereas 33% just agree. The principal as the head of the school ensures that capacity of his /her staff is built to meet the set goals.

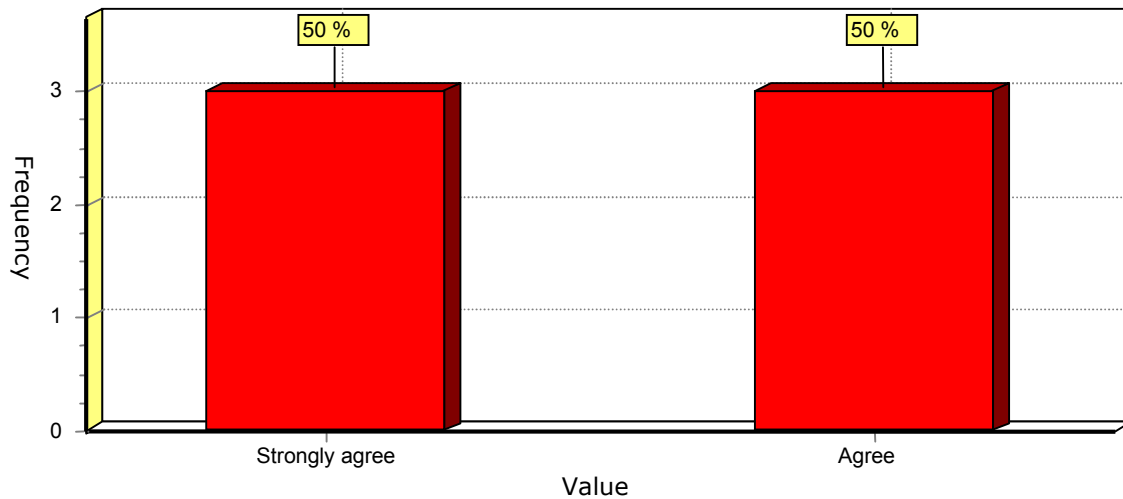
Figure 2: Set strategic goals with educators



Goal setting is the way of achieving what the school aspires to get. It is traditionally believed to be a management task. The respondents believe that educators should be involved in strategic goal setting, 67% agree and 33% strongly agree to that idea.

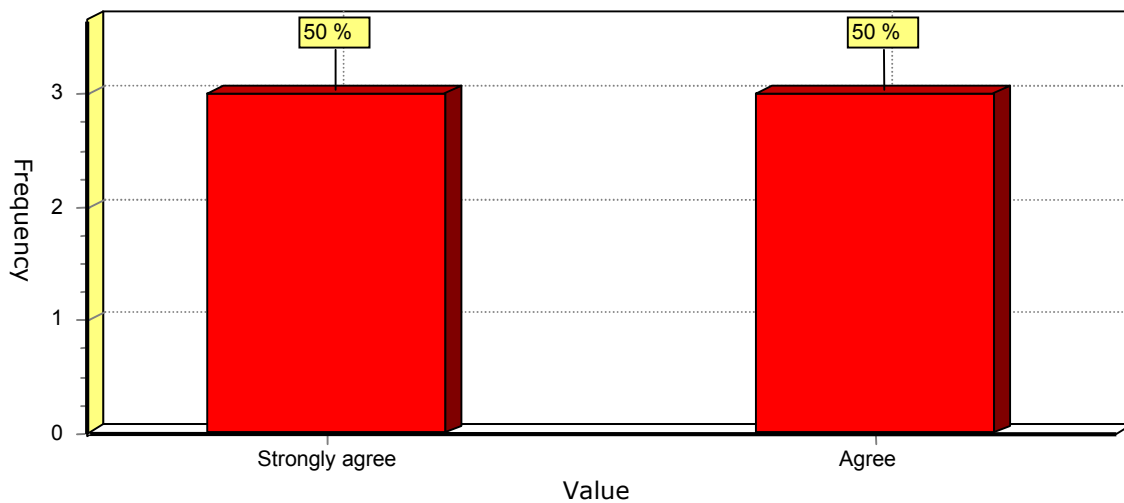
Thus, it becomes easy for educators to take ownership of the functions and processes of the school.

Figure 3: Align educators' goals with school strategic goals



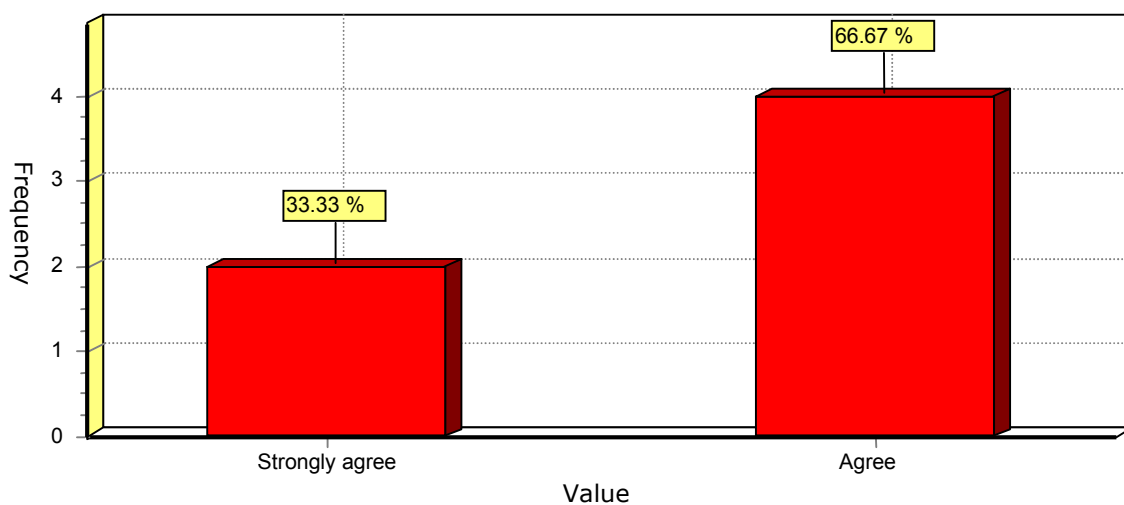
Alignment of educators' goal with school strategic goal is the responsibility of the management and the principal. Fifty percent of the respondents strongly agree and 50% of the respondents also agree that individuals' goal should be collaborated to the school's goal to enhance performance of individual skills and potential should be recognised for the benefit of the school.

Figure 4: Create a supportive environment in which educators can be developed and perform successfully.



Fifty percent of the respondents agree and 50% strongly agree that the manager should create an enabling environment that makes development and performance to take place easily. Supportive environment will ensure that educators can develop their skills. Conducive working environment motivate educator to unleash their potential.

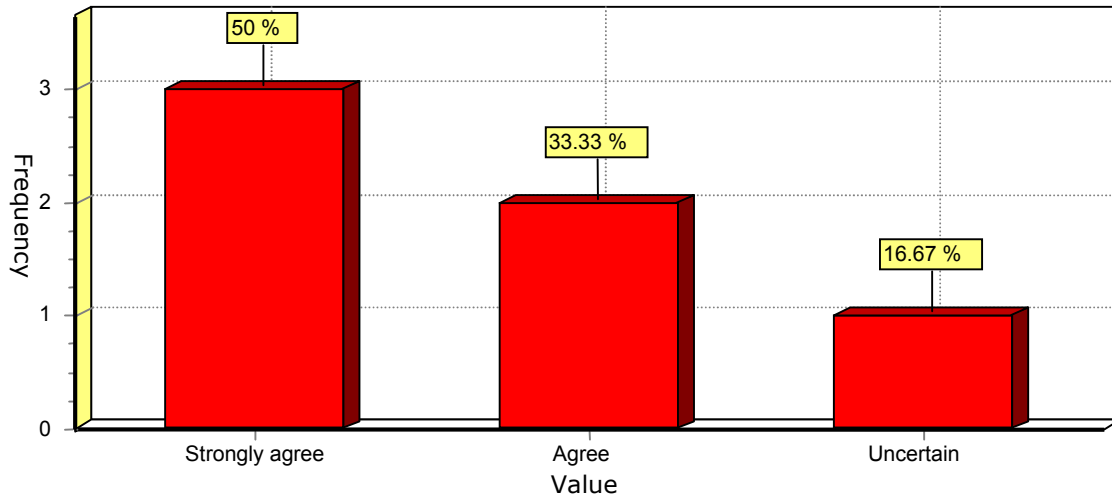
Figure 5: Ensure that the performance management system in the school focuses on skills development



Performance of an organisation can be attributed to skills which employees possess. Skills development of educator can optimise school performance. Respondents

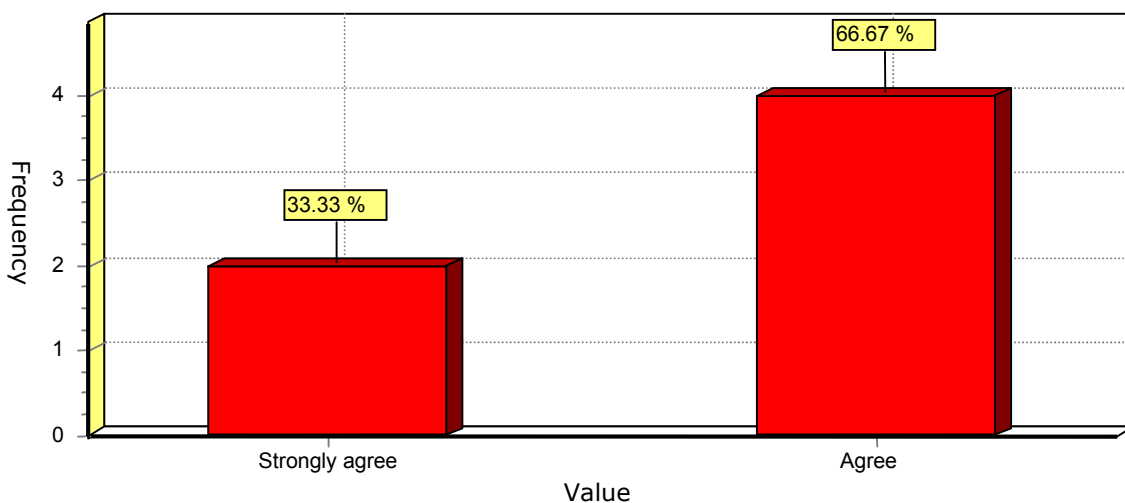
agree at 67% while 33% strongly agree that skills development should be given a priority.

Figure 6: Develop educators who do not perform well.



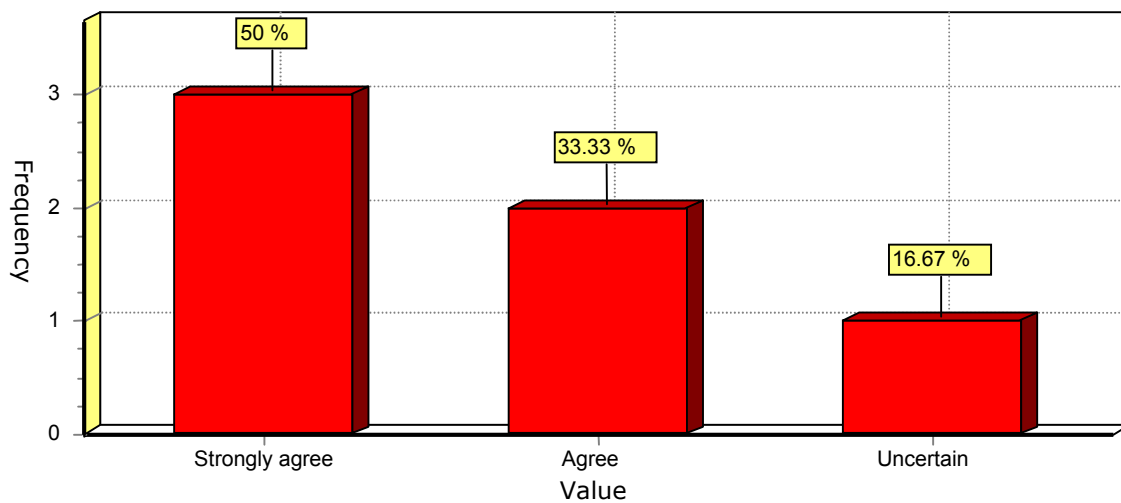
Respondents have different views about the development of educators who do not perform well. Fifty percent strongly agree that educators with challenges should be developed, 33% agree while 17% were uncertain. In essence, the majority feels that educators who do not perform well need support. Every educator is an important component of the performance system of the school.

Figure 7: Coach educators if they lack skills.



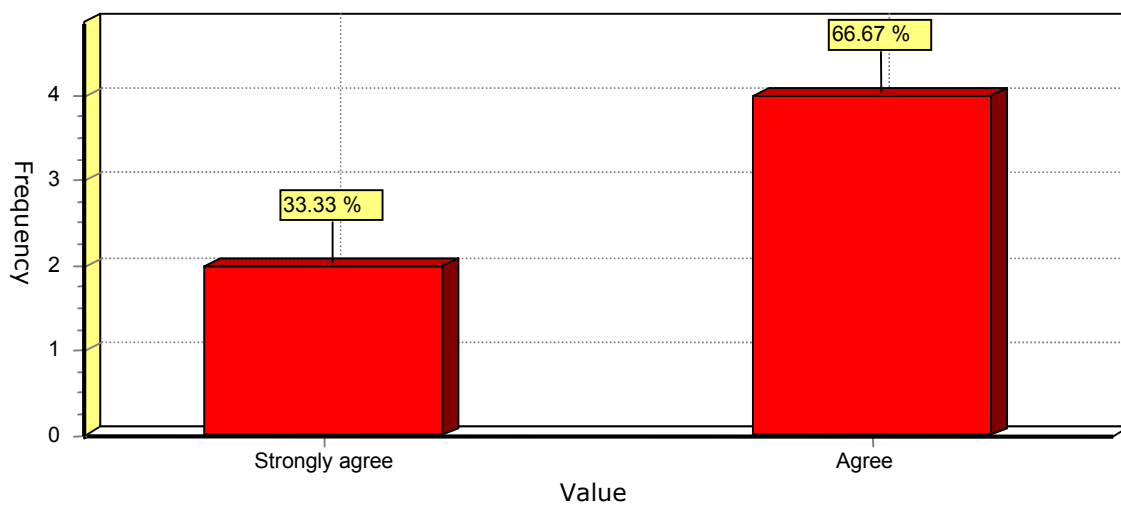
Coaching as a way of imparting skills is supported by the respondents to be done to educators. Coaching is also a strategy of teaching educators' ways of doing things. The graph shows 67% of the respondents agreeing and 33% agreeing to coaching.

Figure 8: Identify areas of development at the school.



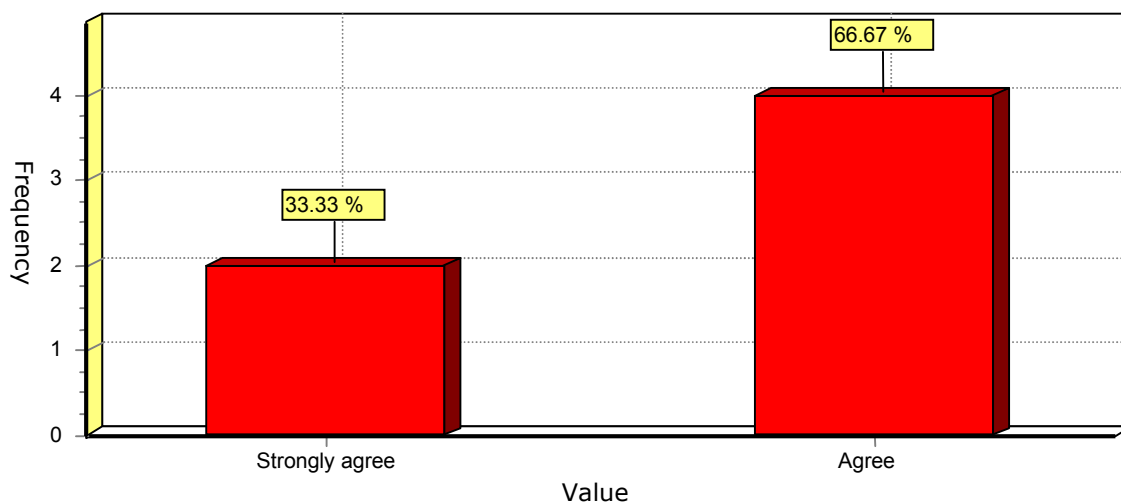
Management should be able to identify factors that can lower performance and develop strategies to overcome such a problem. It is 50% of the respondents who strongly agree that the management should identify areas of development, 33% agree and 17% were uncertain.

Figure 9: Conduct need assessment and provide solutions.



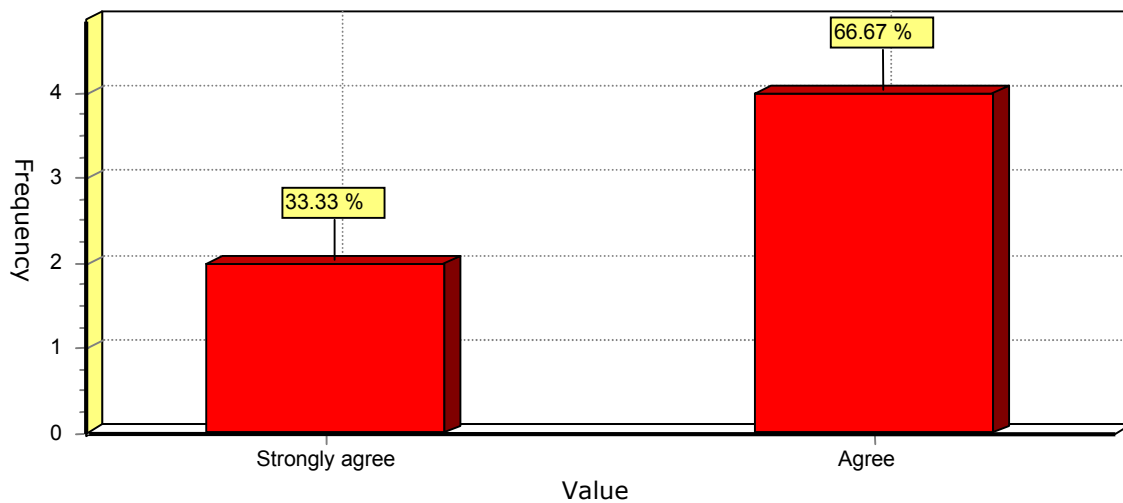
All respondents are in agreement that need assessment should be conducted with the intentions of providing solutions to the identified problems. Agreeing respondents were 67%, with 33% strongly agree. Management should continuously scan factors that need attention to avoid negative or poor performance.

Figure 10: Organize training that will empower educators in order to increase performance.



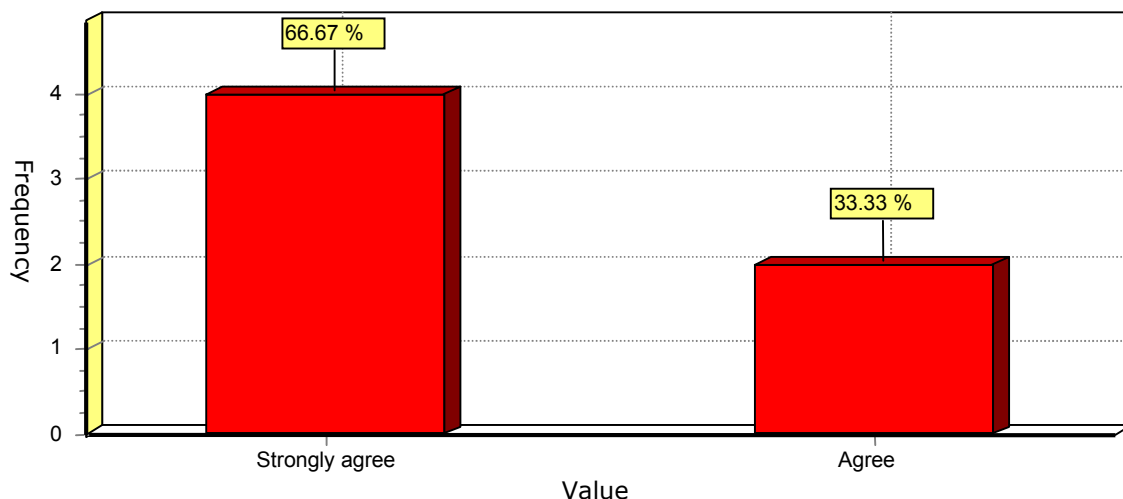
Training is one of the HRD's functions that needs to be undertaken in any organisation so that employees get the necessary skills and knowledge. Educators require training to be able to face and cope with the changes in the school environment. Thirty-three percent strongly agree that training can have great effect on school performance and 67% agree that training should be organised to empower educators. An organisation's growth potential is directly related to its personnel potential (Maxwell, 2011:85).

Figure 11: Monitor educators' performance by maintaining open communication with the educators.



Monitoring plays an important role in the organisation as deviation can be detected and communicated with the aim of correcting. Thirty three percent of the respondents strongly agree and sixty seven percent agree that management should monitor educators' performance by maintaining open communication.

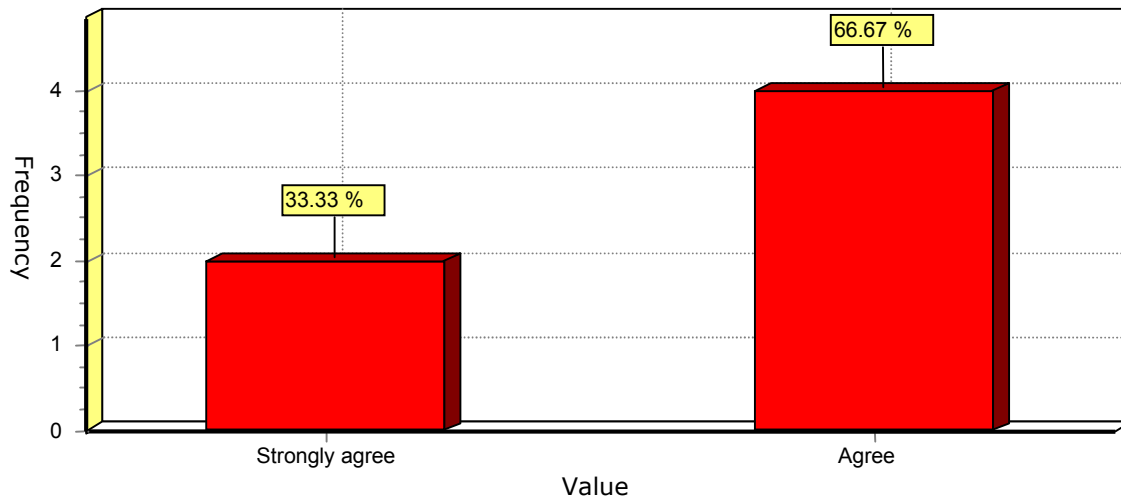
Figure 12: Provide feedback to educators when they have performed to the expected standard.



The response of 67% strongly agrees and 33% agrees that feedback should be given to educators on the task they have performed. Feedback gives educators a

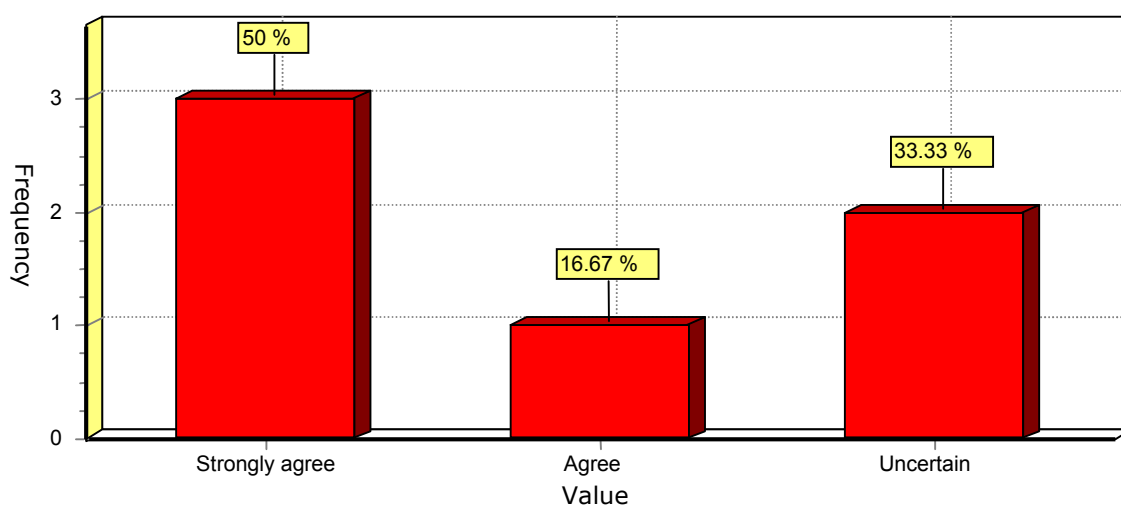
picture on how good or poor they have performed, what needs to be done or not to be done.

Figure 13: Praise educators for job done well.



Managers should praise educators for their accomplishments. Praising educators when they have done the job correctly is valued by all the respondents, though the degrees of agreeing vary. Being praised by the manager is a moral booster.

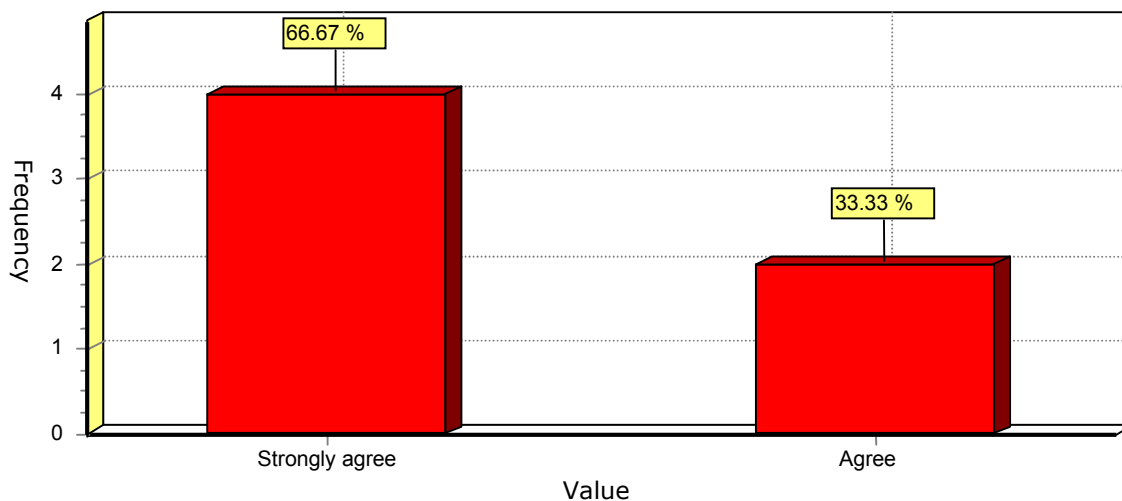
Figure 14: Make sure that educators buy into the performance management processes.



Respondents pose different views about the participation of educators in the performance management process. Fifty percent strongly agree, 17% agree and 33%

were uncertain. Generally, the majority of the respondents favour the idea of including educators into the performance management process.

Figure 15: Encourage all educators to actively participate in the HR development programmes.



Educators as agents of change should be encouraged to participate in their professional development. Respondents have no doubts that the principal and the SMT should be in a leading role in ensuring that every educator is capacitated.

Section C

Open question

1. Is there anything else that you feel the school principal and the SMT should do to ensure that educator development and performance management are successfully applied in White Hazy Circuit schools?

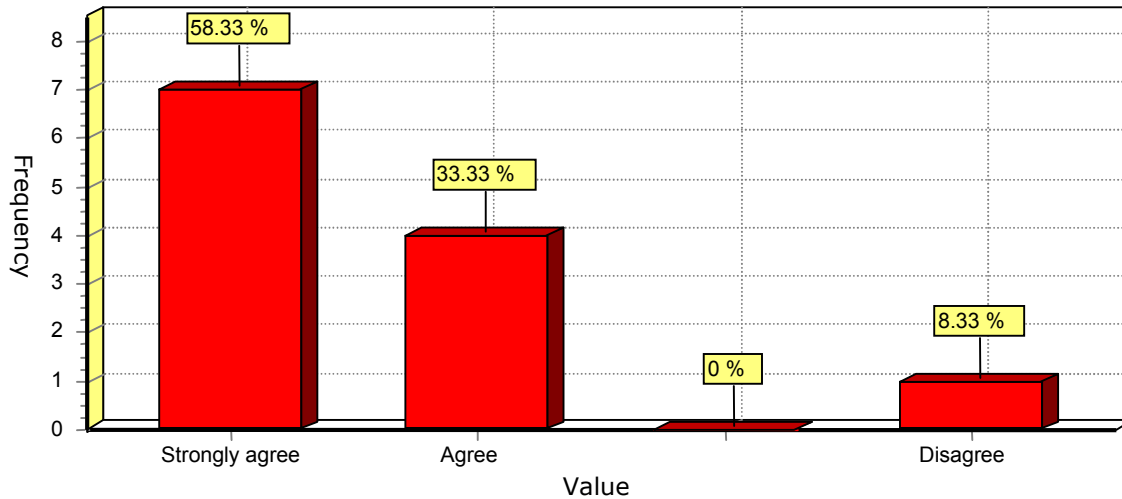
Responses:

- Provide leadership.
- Reclaim the authority without being over bearing; not be afraid to manage, and have passion for the job at hand.
- Through the principals' council in White Hazy Circuit, principals should apply laws consistently and assist each other in teacher development.

Section B

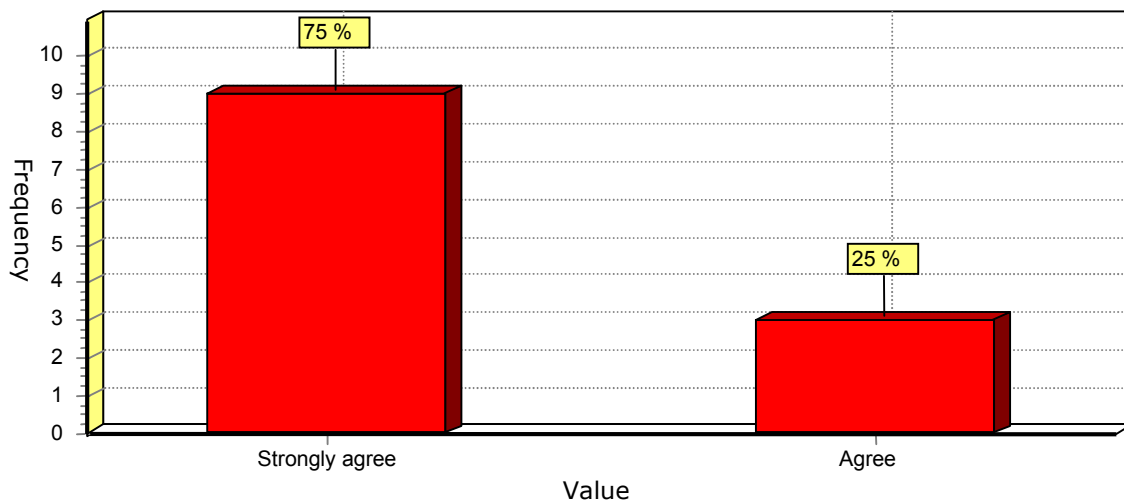
The role of the Head of Department in educator development and performance management

Figure 1: Design and implement development programmes.



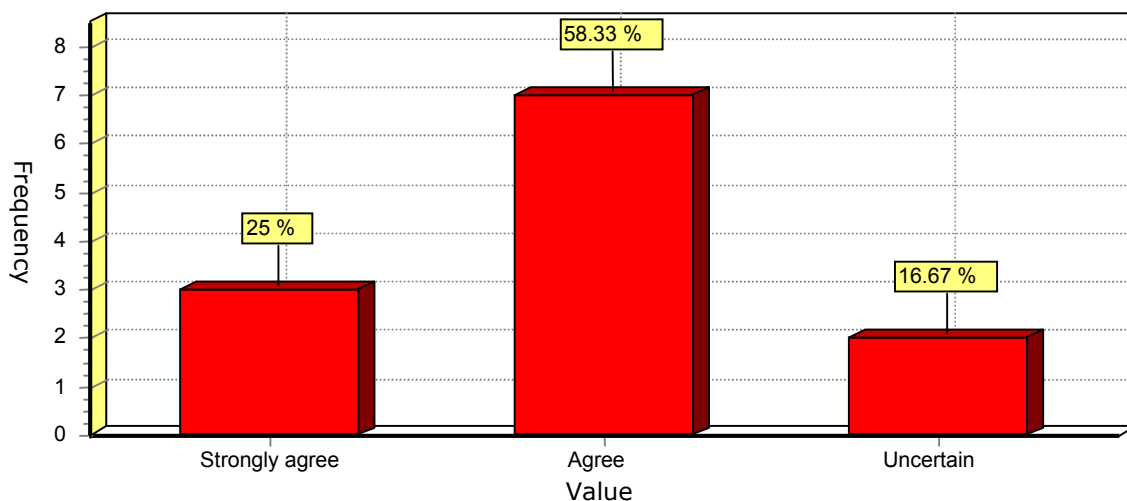
Schools are governed by laws, rules and policies. Departments also operate under certain regulations to ensure the smooth running of the school. HODs are in charge of the departments to make sure that systems function well. The above figure indicates that 58% of the respondents strongly agree, 33% agree and 8% disagree that HODs should design and implement programmes. Programmes direct the activities of educators in a particular department.

Figure 2: Ensure that educators in the department have a common and shared vision of the school



This figure show that there is a great need for members of the department to have a shared vision, and that responsibility is entrusted upon the HOD. The common and shared vision will make educators to direct their efforts and energies towards the realisation of the set goals.

Figure 3: Build up Human Resource capacity and expertise in the school



Respondents indicate that there is a need for educators to be capacitated. Capacity building training and workshops should be conducted to develop educators so that they can be more effective in their job. Developing a human resource is the best investment which schools can do. Seventeen

percent of the respondents is uncertain and that is an area of concern which needs to be addressed by schools. Roles and responsibilities of every individual should be revisited as stipulated in the policy documents.

Figure 4: Train educators on how to complete and interpret IQMS score sheets correctly.

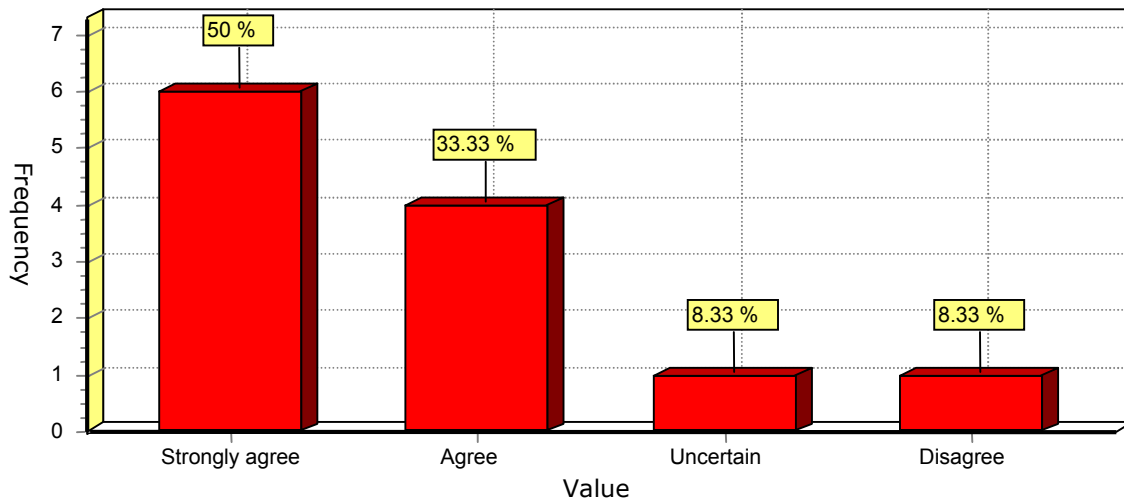
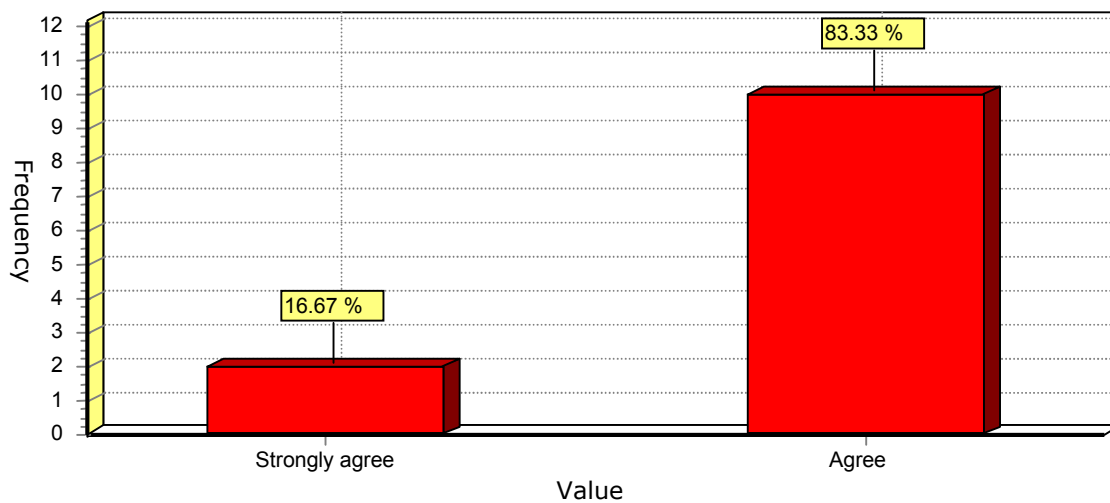


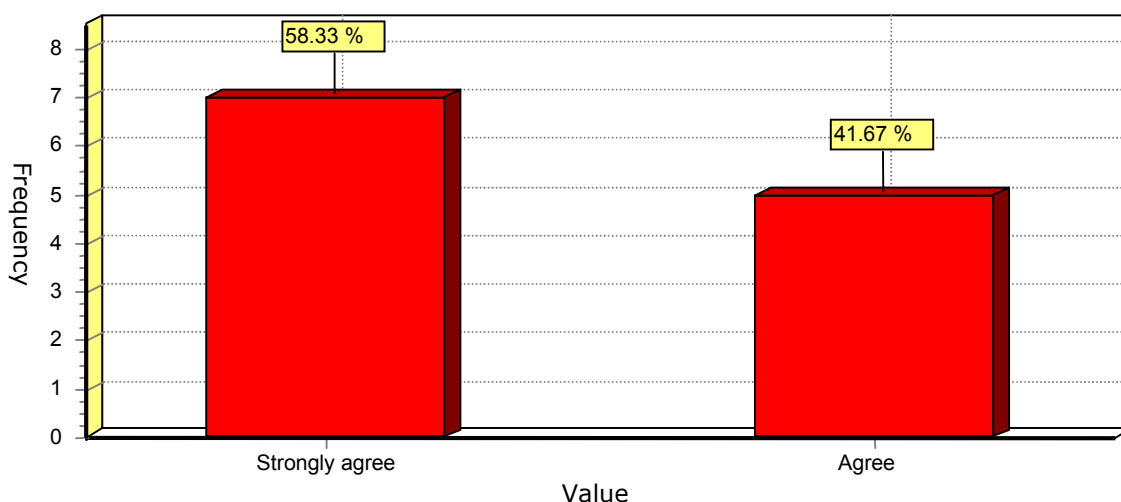
Figure 4 shows 83% of the respondents agreeing that educators need to be assisted in the completion of the IQMS score sheets. Eight percent disagrees and another 8% is uncertain. The completion of the score sheet is not conducted in a just manner because the programme is not viewed as a developmental vehicle by educators. They relate with the increase of salary notch and pay progression, that is, rewards. In that case educators simply give themselves higher scores to qualify for the incentives. For that reason, the purpose of that programme of developing educator suffers.

Figure 5: Guide educators on how to deal with non performing learners.



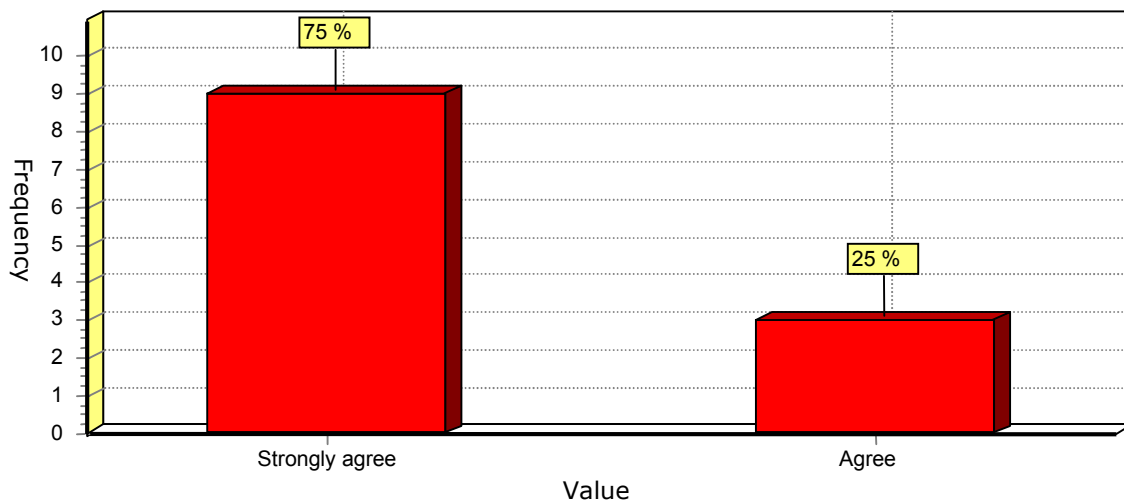
Underperformance is a challenge in most secondary schools as it is measured by the performance of learners. Also, the effectiveness of an educator in his/her subject is judged through learner achievement. All the respondents agree that poor performance should be dealt with. Educators should be able to identify the possible cause of non-performance and work towards a solution with the support of the supervisor.

Figure 6: Have a departmental management plans and programmes.



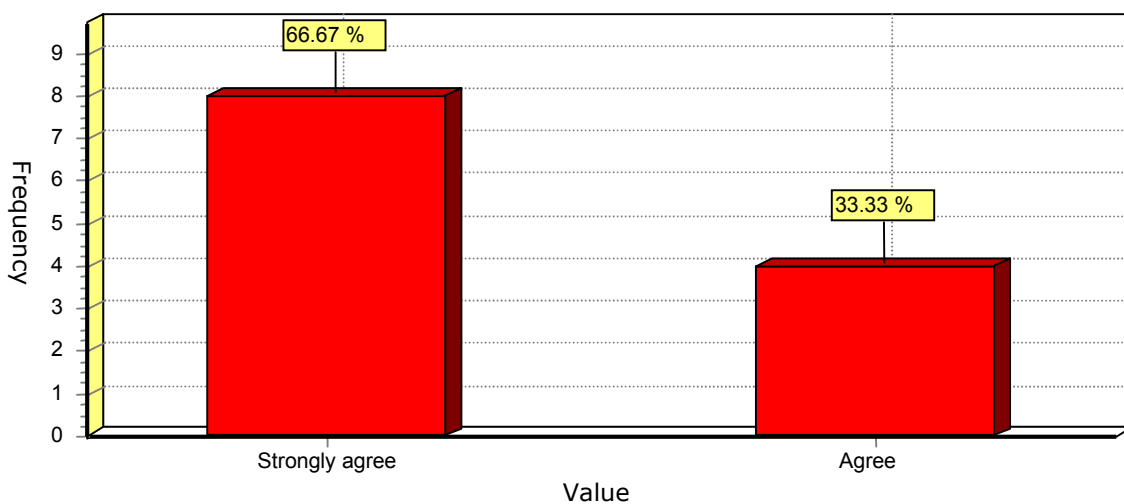
The information contained in figure 6 above indicates that all the respondents agree that HODs must have plans and programmes that will guide activities of the department.

Figure 7: Ensure that educators adhere to departmental and school policies



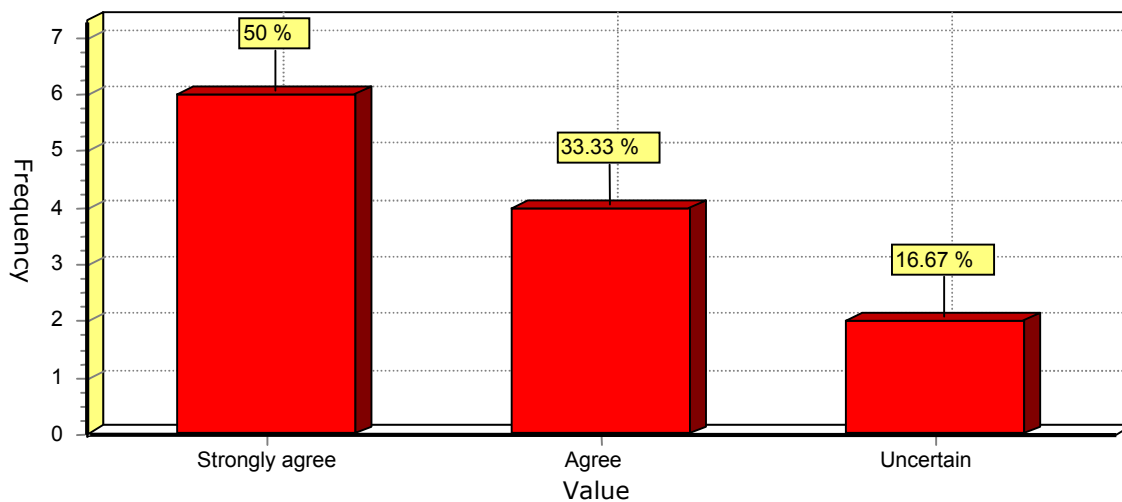
HODs, through their educators, should ensure that school goals are achieved and visions and missions of the school are contained in the school policy documents. All the respondents agree that it is the responsibility of the HOD to operationalise the policies of the school. If policies are correctly formulated and well communicated to all stakeholders of the school, chances of some major deviations are minimised.

Figure 8: Have a clear understanding, knowledge and application of the performance management system and process.



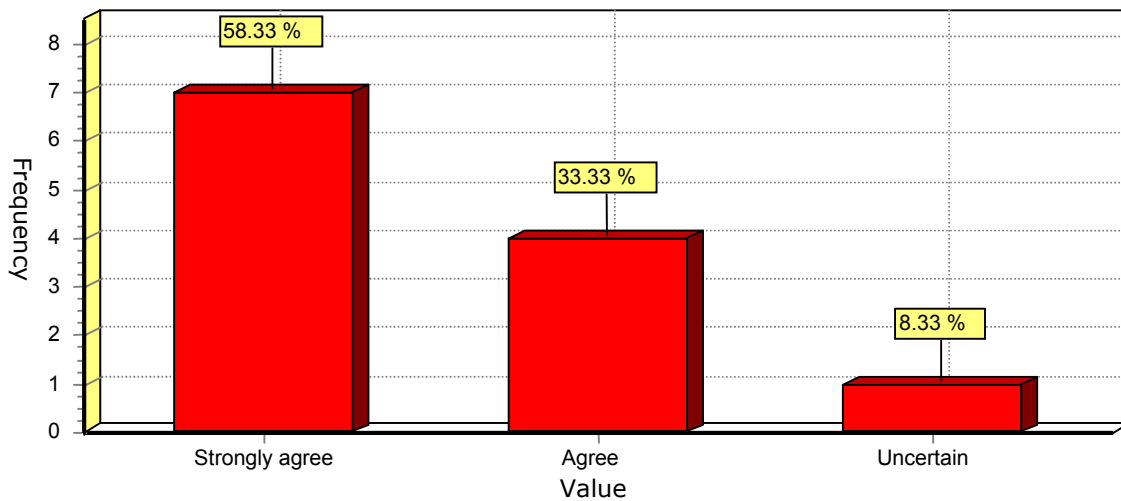
Performance management involves application of a variety of skills and strategies towards the attainment of the organisational goal. Human resource management should also be taken into consideration during the formulation of the strategic goals. Managers and leaders should know and understand what they are expected to do in the position they are occupying. Respondents positively agree that knowledgeable HODs will enhance school performance. One cannot manage effectively what he/she does not understand.

Figure 9: Engage educators in the development of improvement plans and strategies



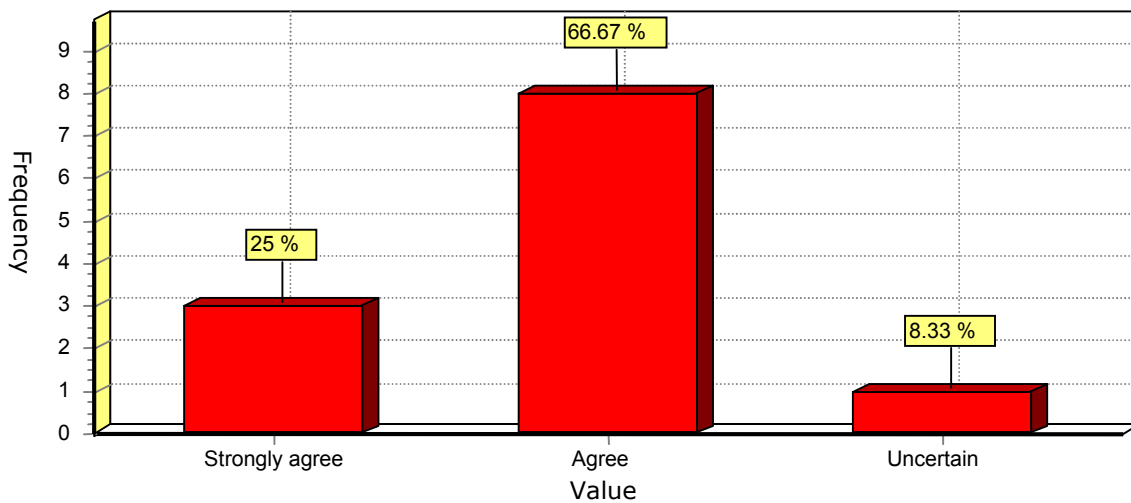
Improvement plans and strategies must be developed in order to enhance better performance. Such plans are borne out of a particular activity that has been conducted and assessed. In schools performance is measured through tests and examinations. Results are analysed and strategies are formulated to address identified problems. The analysis of results should not be conducted for compliance but it should produce a turnaround strategy that will increase performance. Out of the 12 respondents, 83% agree with the idea that educators should be engaged in development of improvement plans and strategies so that there can be some ownership of such. Seventeen percent is uncertain if it is the right thing to engage educators. Educators are directly involved in the implementation of the strategies and plans.

Figure 10: Integrate performance management and the development of educators



HRD processes should be aimed at improving an existing situation or developing certain skills to educators that will improve their teaching and working conditions, and improve school performance. Poor performance in school can be an indication that there is a shortage. Skills audit can be done so that educators could be empowered with the necessary skills that will influence the performance of the school. Performance measurement and educator development can influence each other to a certain extent. Ninety-two percent of the respondents agree and 8% is uncertain about the integration of performance measurement with educator development.

Figure 11: Measure departmental performance with the intention of improving school performance.



Departments are important components of the school system hence their performance will also affect the school as a whole. Departments are therefore the pillars of the school and their activities should support the vision and mission of the school. Ninety-two percent of the respondents agree that departmental performance should be viewed in line with the school performance, whereas 8% is uncertain.

Figure 12: Provide guidance and support to educators when they execute their duties

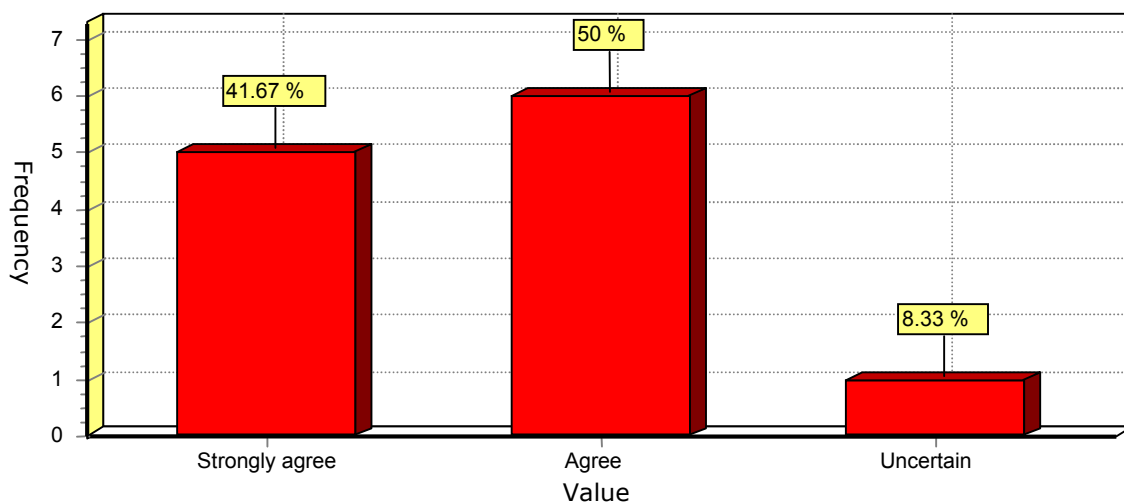
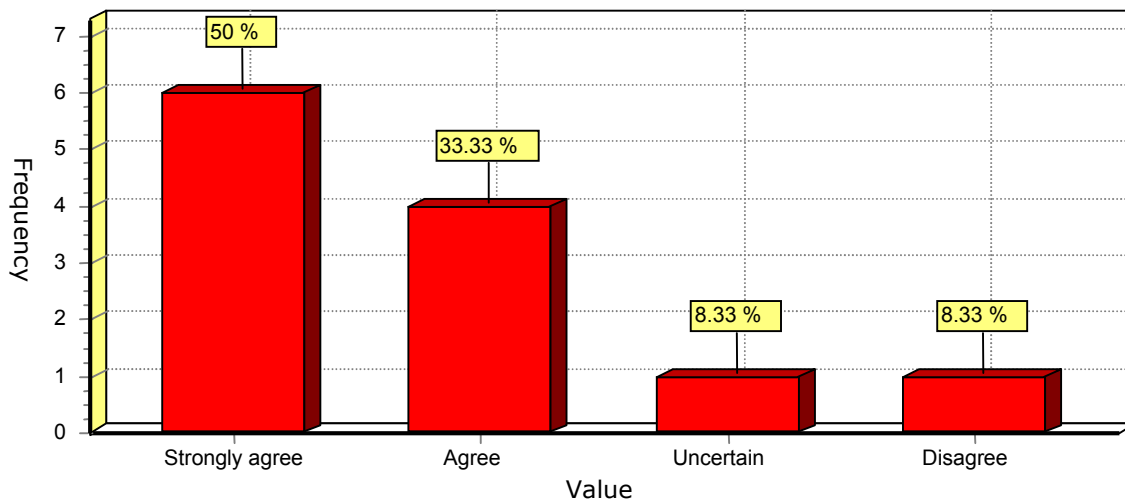


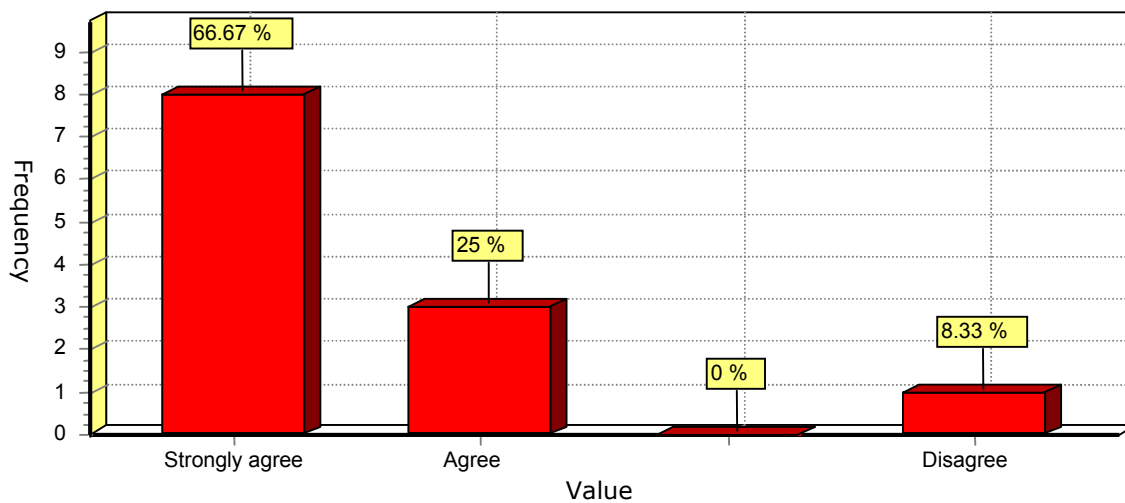
Figure 12 shows that 92% of the respondents agree that HODs should give guidance and support to educators and 8% is uncertain. The role of head of department is to give support to educators under his/her care, and not to dictate terms.

Figure 13: Conduct monitoring and evaluation continuously to assure quality education



Monitoring and evaluation can identify challenges as early as possible; solutions can be effected thus quality will be assured. Eighty-three percent of the respondents agree, 8% disagree and another 8% disagree that monitoring and evaluation can assure quality education.

Figure 14: Provide feedback on the performance of educators



Giving feedback to educators is supported by 92% response while 8% disagree. This mode communication develop trust and a healthy relationship between managers and their subordinates.

Section C

Open question

1. Is there anything else that you feel the heads of departments (HODs) should do to ensure that educator development and performance management are successfully applied in White Hazy Circuit schools?

Responses:

- HODs must be properly trained. Monitoring and evaluation to be conducted. Mentoring and coaching should be done to develop a well rounded curriculum manager who will be in a position to take his/her department along.
- HODs must be trained on employee assistance programmes (EAP), for them to be able to give basic counselling to educators with problems.
- Skills audit to be taken seriously by the SMT.
- HODs should be committed to the vision of the school, beliefs and values.

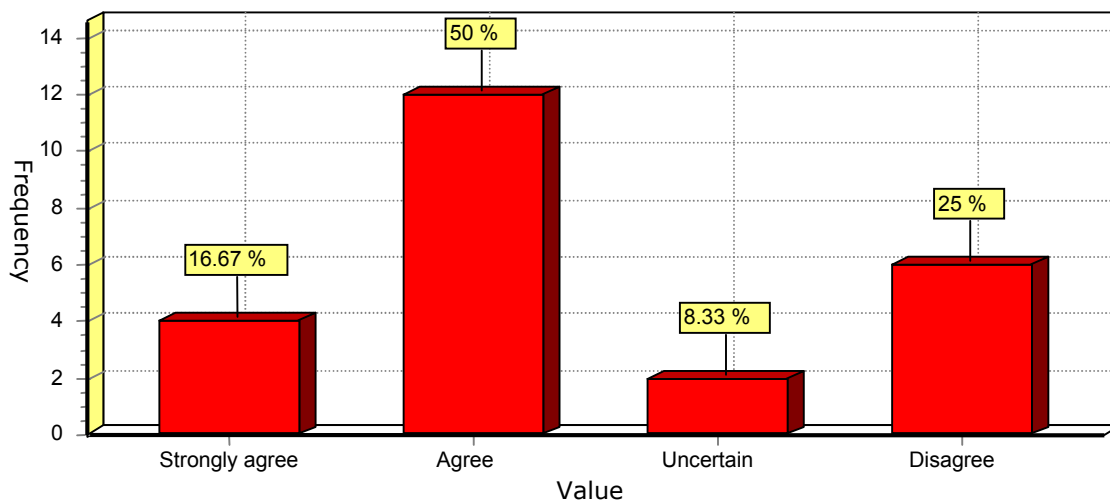
- HODs must ensure policy adherence and assessment, and manage learner performance and be accountable for his/her department.

Section B

Educators

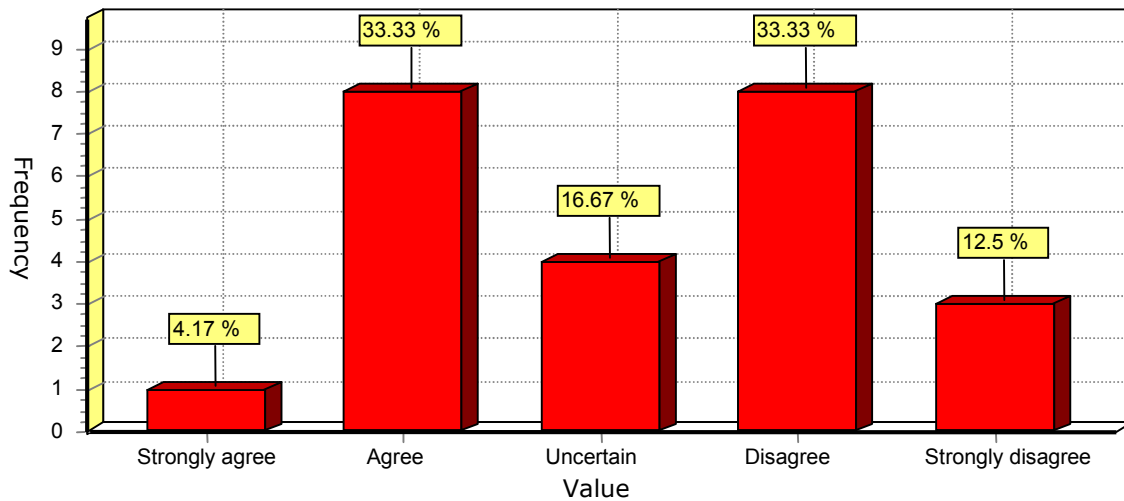
The role of educators in their own development and school performance

Figure 1: Educator development programmes



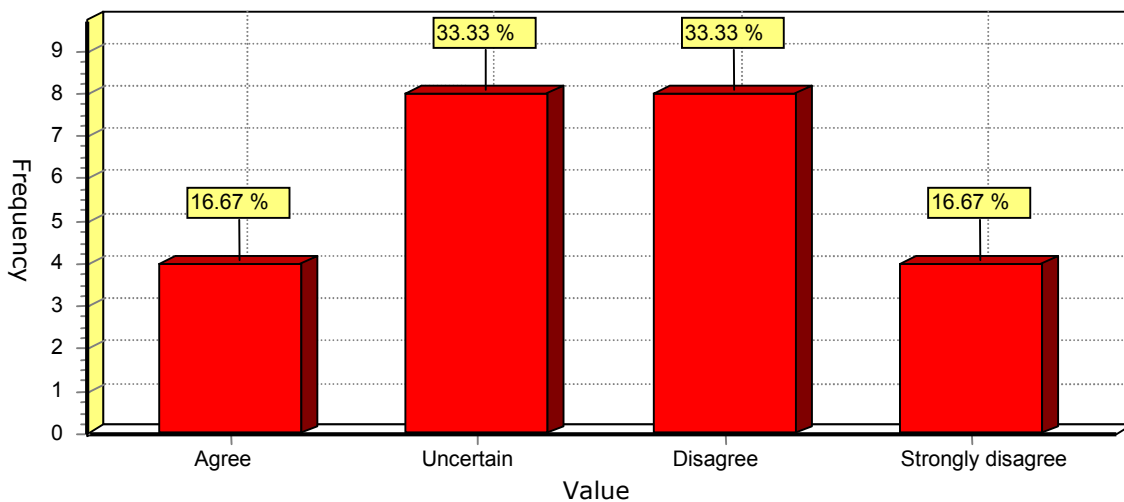
This figure illustrates the responses of ordinary educators in schools. The majority of educators that is 50% of the respondents agree that they do have educator development programmes in place in their schools.

Figure 2: Vision, Mission and goals of the school communicated properly to all staff members



As can be seen from figure 2, the responses showed an overwhelming trend towards agree and disagree responses. It can therefore be concluded that the respondents do not agree with one another whether the vision and mission of the department is communicated effectively to staff members as it should be. This could be also attributed to the fact that most of the respondents are old employees and can be sometimes resistant to change.

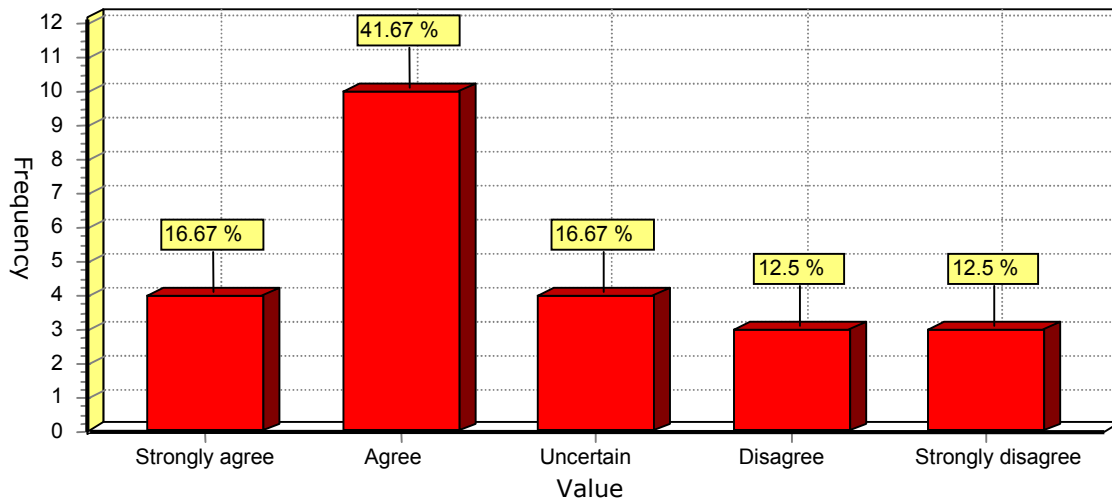
Figure 3: School polices well understood and implemented by all educators.



The question regarding the school polices well understood and implemented by all educators, the responses indicate that 33.33% of the respondents are uncertain and

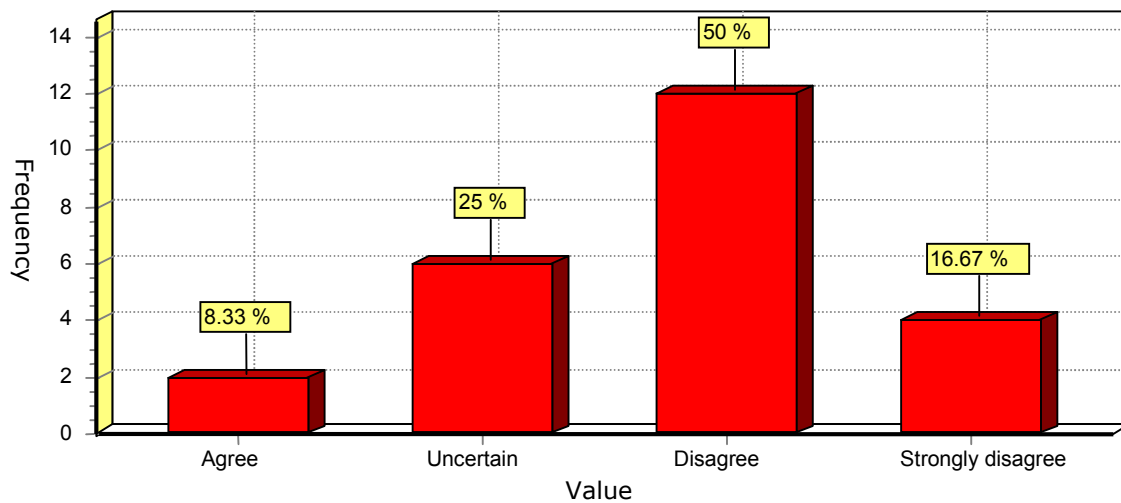
33% disagree. Though the responses are the same, 16.67% strongly disagree. This means that educators disagree that the school policies are well understood and implemented by all educators; however, 16.67% agree that they are implemented.

Figure 4 Training contributes to improvement of performance and educator development



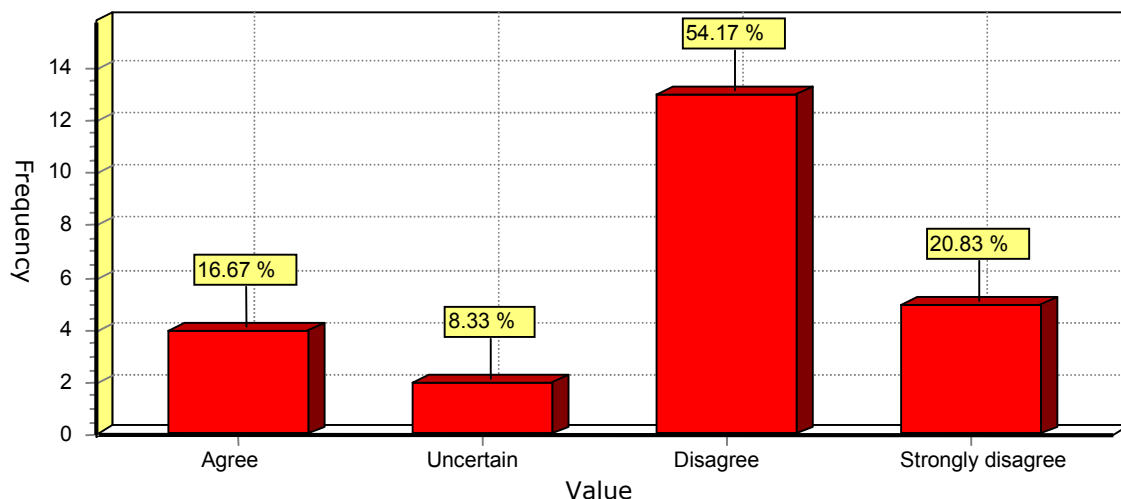
The responses showed that the majority, 42% of the respondents, agreed and 17% strongly agreed, whereas only 17% were uncertain. It can therefore be concluded that respondents agreed that training contributes to improvement of performance and educator development.

Figure 5: Performance management and development system implemented uniformly in all departments



Fifty percent of the respondents disagreed, 17 percent strongly disagreed, 8 percent agreed and 25 percent were uncertain. It can be concluded that according to educators performance management and development systems are not uniformly implemented in all the departments.

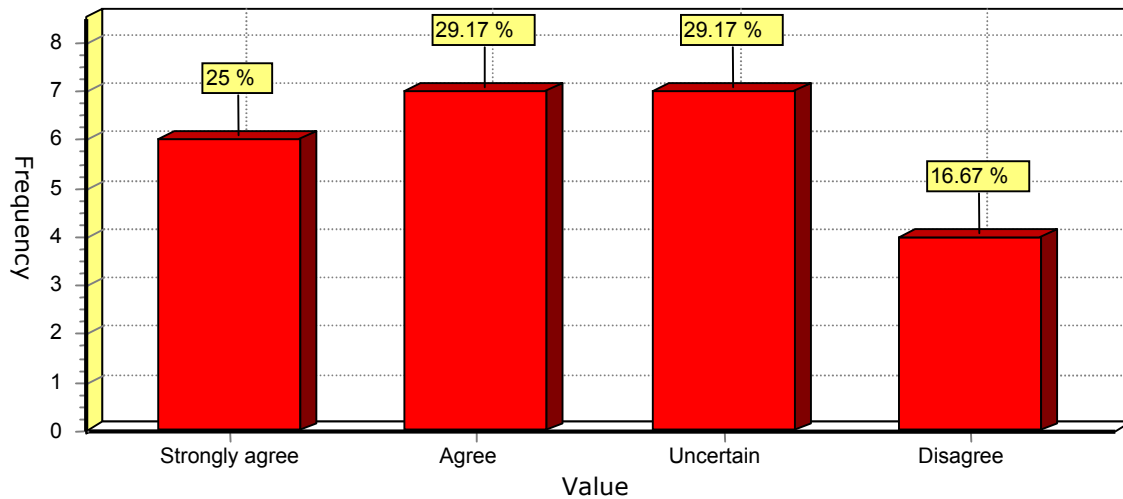
Figure 6: Communication and feedback between the HODs and the educators take place in an effective way



The responses to this figure illustrate an overwhelming trend towards disagree and strongly disagree responses. Even though communication and feedback is the key to

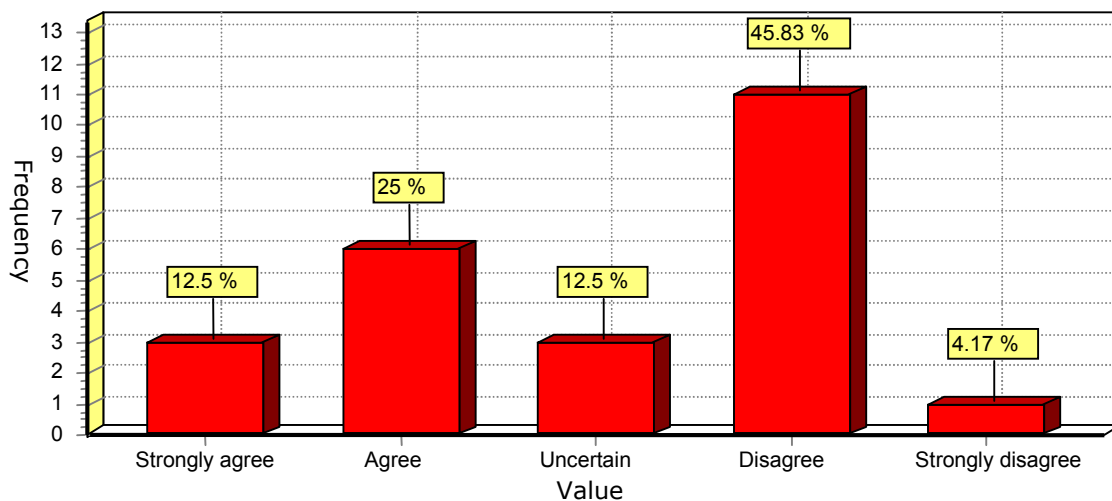
Human resource development the respondents disagreed that communication and feedback is done effectively.

Figure 7: Would you describe your Level of understanding of the IQMS as adequate



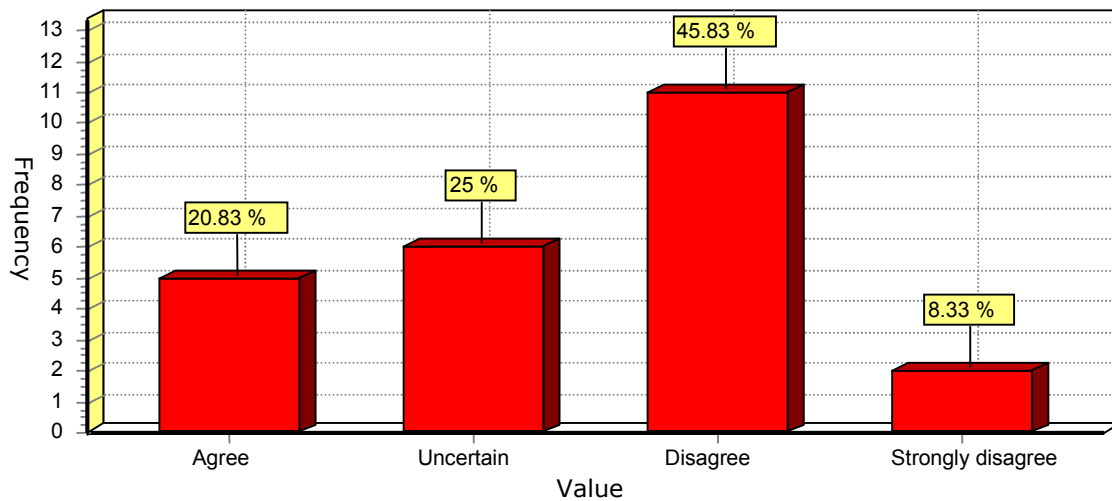
Twenty-nine percent agree, 29 percent were uncertain whether they do understand the concept of IQMS or not, however 25 percent agree and 17 percent disagree. The majority of the respondents agreed that they understand what is meant by IQMS.

Figure 8: HOD has a good understanding of IQMS



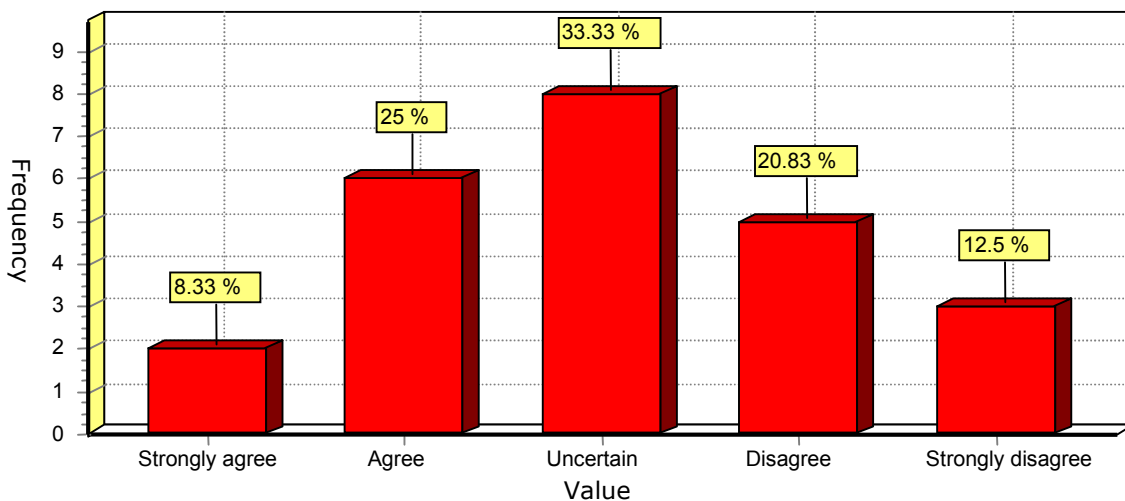
The majority of the respondents disagreed that HODs have a good understanding of IQMS. Twenty-five percent of the respondents agreed that they have a good understanding of IQMS.

Figure 9: There is a general understanding of the IQMS in the school at all the levels



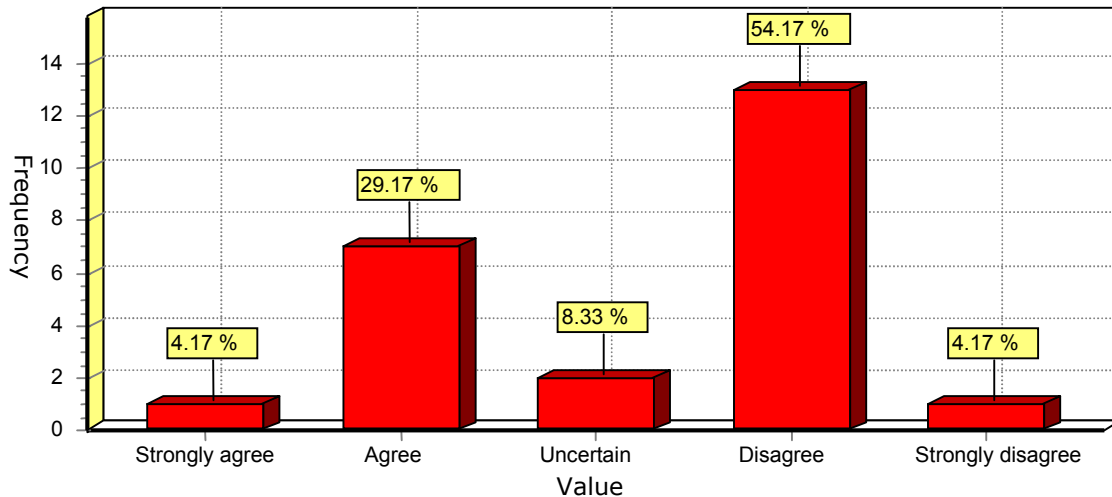
Forty-six percent disagreed that there is a general understanding of IQMS in the school at all levels. For the respondents IQMS is viewed differently in the school at all levels.

Figure 10: Would you attribute the school performance in the past three academic years to IQMS?



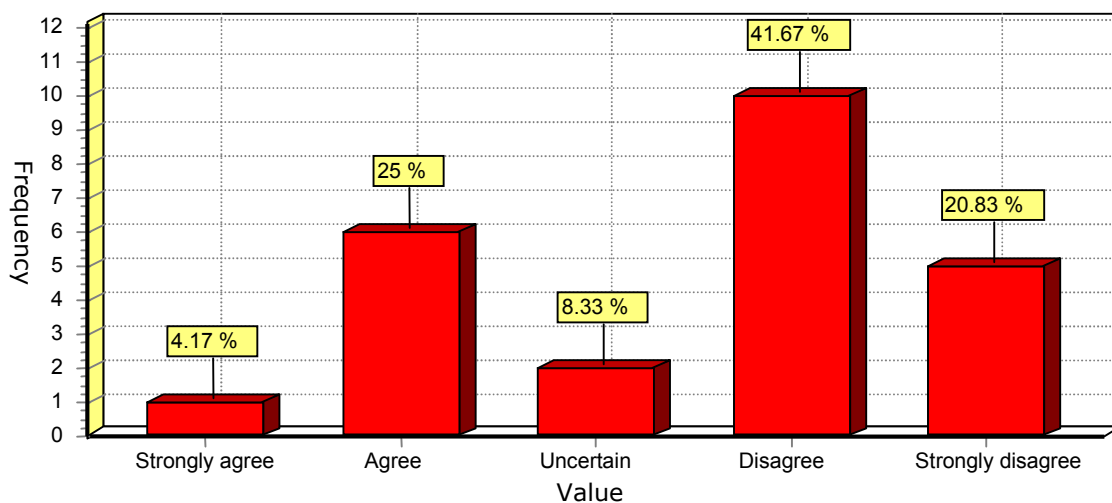
The majority of the respondents were uncertain whether to attributes school performance for the past three academic years to IQMS. This is in line with the responses from the above figures related to IQMS. It can therefore be concluded that the concept of IQMS has different meaning to different participant.

Figure 11: IQMS contributes to the improvement of performance and educator development



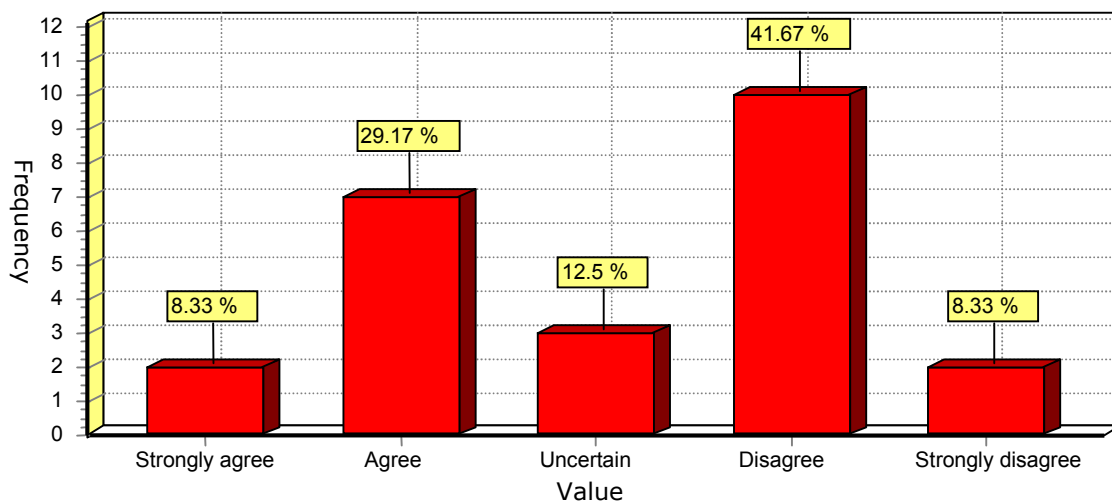
Fifty-four percent of the respondents disagree that IQMS contributes to the improvement of performance and educator development and 29 percent of the participants agree that it does contribute. This could be attributed to the fact that though most of the respondents are educated, the years of experience, doing one and the same thing might sometimes lead to resistance.

Figure 12: School development team renders enough support to ensure effective implementation of the system and improvement of performance



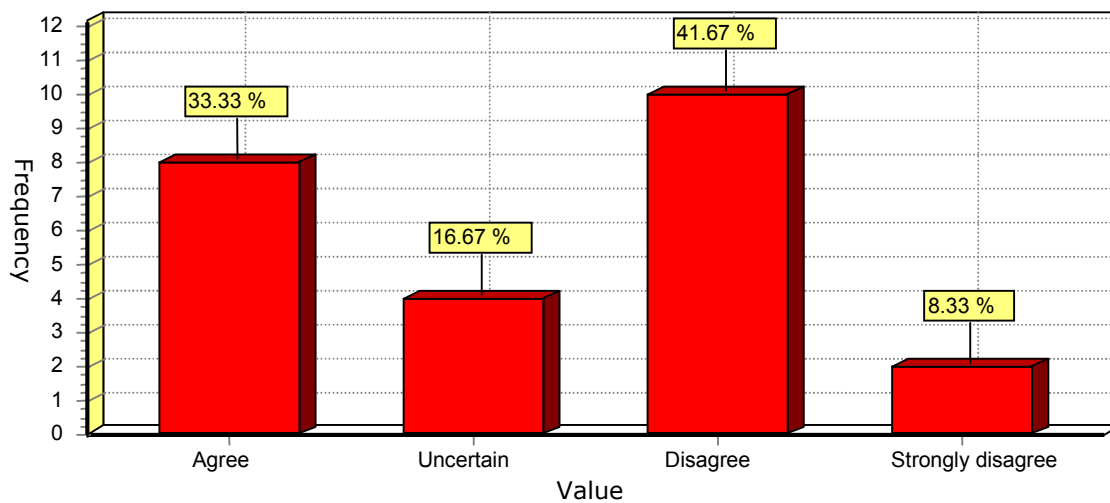
The majority of the respondents disagree, that is 42 %, and 21 % of the respondents strongly disagree. Twenty-five percent of the respondents agree and only 4% strongly disagree that the school development team renders enough support to ensure effective implementation of the system and improvement of performance whereas 8% were uncertain.

Fig 13: IQMS division (officials) has the necessary skills and capacity to implement the IQMS



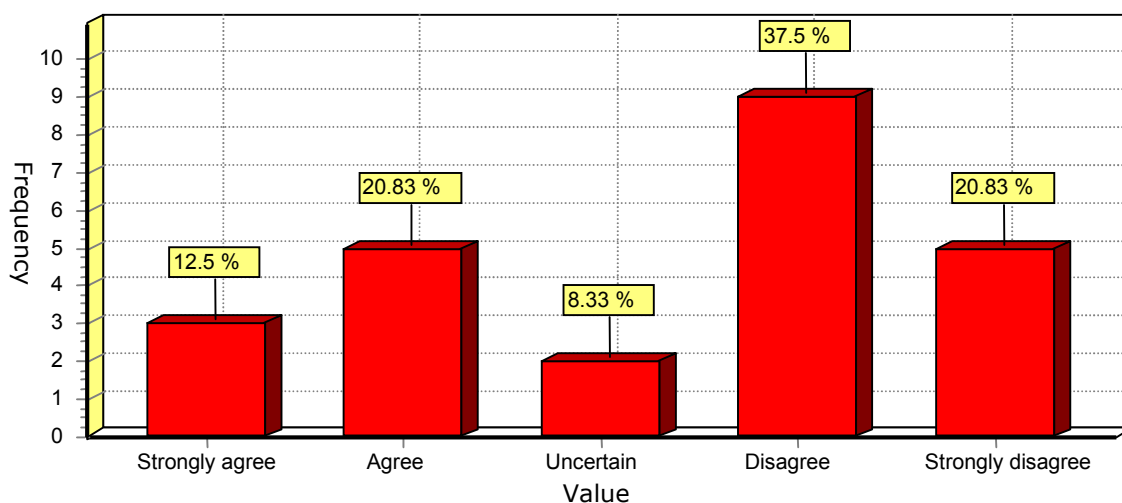
The majority of the respondents disagree that the IQMS division have the necessary skills and capacity to implement the IQMS whereas the 29% of the respondent agree that the officials have the necessary skills.

Figure 14: Poor performance is well managed as a challenge in your school



Forty-one percent of the respondents disagreed and 8 percent strongly disagreed. Thirty-three percent agree that poor performance is well managed as a challenge in their schools, whereas 17 percent were uncertain.

Figure 15: Does your school undertake all the developmental stages of the IQMS?



Thirty-eight percent disagree and 21 percent of the respondents strongly disagree that the school undertake all departmental stages of the IQMS. Twenty-one percent agree and 13 percent strongly agree, whereas 9 percent were uncertain.

Section C

Open question

What would you recommend the school should do to improve educator development and performance?

Responses:

- Schools should identify skills needed by educators and empower them. Factors that hinder school performance should be analysed and addressed.
- There should be uniform and consistent implementation, monitoring and evaluation of the IQMS programme. It should not be used as a by the way or as a hindrance. Recommendations made should be followed through to their logical conclusion. Besides, there is no follow through from the Department of Basic Education. They simply receive results and no follow ups. Scores obtained by educators do not align with results obtained from schools. There is therefore no synergy between the two.
- Class visits by HOD must be done on a monthly basis so that areas of development can be identified and addressed. Control of work must be done weekly.
- Teachers must be allowed to come up with their own development needs.
- Leadership and management should be improved and clear programmes should be in place.
- Improve communications, that is, feedback should be timorously.

4.3 OVERVIEW OF RESEARCH FINDINGS

The educators are on a permanent basis, have long years of service and which means that there is only a small number of educators who are exposed to changes in the education fraternity. The educators possess the minimum post matric educator education qualification of three (3) years and above or the Relative Education Qualification Values (REQVs) thirteen plus (13+).

The principals accept that they have an important role to play in educator development as they are concerned about school performance. The HODs as they form an important component of the school management team recognise the fact that they have to set systems in the form of policies, plans and programmes in order to realise the goal of the school.

Some educators are not aware of how the development programmes should be conducted, hence they feel that the programmes are either incorrectly implemented or not understood by the supervisors. The educators do not see the educator development and performance management as correctly managed activities. Their perception is that the poor management and lack of skills by the school managers cannot enhance school performance. However, they acknowledge that a change in attitudes, leadership and management style can yield good results. The response rate of this study is 97.7%, thus the results of the study could be said to be dependable in this regard.

4.4 CONCLUSION

The data which were collected using the questionnaire have been discussed and analysed. Answers provided were analysed against the question asked in the questionnaire together with the observations and interviews made during the collection of data. Based on the discussion and analysis above, the conclusions and recommendations of the research will be made in the next chapter.

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The results of the study were presented and analysed in chapter four. This chapter will focus on recommendations based on the findings of all the sections of the study as provided. Contributions and limitations of the study are also outlined followed by concluding remarks.

5.2 SUMMARY AND INTERPRETATION OF THE RESEARCH FINDINGS

The findings of this research revealed that training, communication and feedback and proper implementation of programmes and policies are important issues. They are clear about educators' perceptions towards professional development and performance management. This study contributes to the existing research in HRD and performance management. Chapter 2 of this study outlined the importance of human resource development, strategic management and effective implementation of performance management in any organisation. The fact that performance management and development system should promote a shared sense of responsibility among educators, their supervisors and principals for the achievement of the schools' strategic goals and objectives cannot be overemphasised.

Managers need to have a better understanding of performance management, its key principles and key elements. The critical components of performance management such as training, communication, feedback and planning have been discussed in this study. These components are interrelated with one another and require to be linked with the strategic objective of the organisation. This study will assist schools in reviewing their performance management systems and to get them align with their environment.

Principals and HODs have experienced difficulties in managing development and performance of educators. This has resulted in incorrect implementation of the performance management and development system.

This study will assist schools in realising the value of human resource management and performance management. When implemented correctly as discussed in this study, performance management can be beneficial to schools. Managers must remember that performance management can fail or prove to be a challenge, if it is implemented without consideration of the procedures and frameworks governing it.

5.3 RECOMMENDATIONS

On the basis of a theoretical guidelines and analysis of the results of the study, the following recommendations are made:

5.3.1 Recommendations for the principals

- Apply performance and development system so that this process assists and identifies good and poor performance and appropriate action must be taken timeously.
- Take responsibility and be accountable by ensuring that development programmes and performance are properly managed.
- Have training sessions on emotional intelligence to ensure objectivity and consistency when managing performance.
- Create a favourable working environment for educators by providing necessary resources such as time and space for discussions.

5.3.2 Recommendations for the heads of departments

- IQMS to be handled as a continuous process, with classroom observation conducted in term one.
- Provide feedback immediately on educator performance.

- Communicate school goals and strategy to educators, and update them if there are changes.
- Assist educators in improving poor performance by facilitation, monitoring and providing alternative interventions.

5.3.3 Recommendations for the educators

- Get involved when school strategic planning sessions are held.
- Support and participate in educator development programmes with the intention of building capacity.
- Have ownership of performance results.
- Uphold school programmes and policies with positive attitudes.
- Honour their roles and responsibilities as stipulated on the ELRC file.

5.4 CONTRIBUTIONS OF THE STUDY

Human resource development is a critical activity that should not be underestimated by schools. This study suggests that human resources attributes and, in particular, the characteristics of top managers affect outcomes in schools. This research makes contribution to the knowledge of the significance of HRD in school performance. Specifically, it contributes to the knowledge of the effects of human resource development on the school performance and how educators and managers moderate the relationship between service and diversification strategies and school performance. In this regard, school performance can be enhanced by the way in which schools use their resources in the development and implementation of their strategies .

5.5 LIMITATIONS OF THE STUDY

The following limitations relative to the study need to be considered:

The unwillingness to participate by some employees, especially educators and HODs who indicated that they were overloaded with work and therefore did not have the time to take part in the study.

Some respondents did not respond to the open-ended questions as this demanded much of their time, hence interviews were conducted to cover such questions.

5.6 CONCLUDING REMARKS

In conclusion, this research has potentially significant implications for strategic management and human resource development, management fields as well as managerial practice. The results unequivocally suggest the importance of HRD towards school performance. Furthermore, this research suggests a complex resource-strategy approach to existing challenges. Thus, this work provides more empirical support for and theoretical understanding of the value and the use of human resource development strategies in the planning and implementation of school programmes.

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Annexure A

HUMAN RESOURCE DEVELOPMENT FOR THE PERFORMANCE SCHOOLS IN WHITE HAZY CIRCUIT, IN MPUMALANGA PROVINCE

HOW TO COMPLETE THIS QUESTIONNAIRE

This questionnaire is designed to make completion as easy and as fast as possible. Most questions can be answered by simply putting crosses in the boxes. Very little information will need to be looked up. If you cannot give or obtain a precise answer, make your best guess or approximation.

As the anonymity of all the respondents will be strictly observed, **DO NOT** write your name on the questionnaire. Without names, it will not be possible to link answers to particular individuals.

Should you be of the opinion that additional comment is necessary, please use the space provided at the end of the questionnaire.

If you have any queries, please contact the researcher at:

Mr. Johanne B Thwala, P.O Box 1116, Hazyview, 1242.
Cell. 0827477511
E-mail: johanne@vodamail.co.za

For the principal

Section A – biographical information

Please answer the following questions by marking the correct option with an **X**.

A 1 What is the nature of the post you are occupying?

Permanent post	
Acting/Temporary	

Deputy Principal

Permanent post	
Acting/Temporary	

A 2 How long have you been in this position at this school?

Less than 1 year	
1 – 2 years	
3 – 5 years	
6 – 10 years	
More than 10 years	

A 3 What is your gender?

Male	
Female	

A 4 Please indicate your age.

Between 21 – 30	
Between 31 – 40	
Between 41 – 50	
Between 51 – 60	
Older than 60 years	

A 5 What is your highest educational qualification?

Std 10/ Matric / Grade 12		Masters degree	
Diploma (3 years)		Doctors degree	
B degree		Other (Please Specify):	
Honours degree			

Section B – The role of the principal and the school management in educator development and performance management.

Please indicate the extent to which you agree with each statement by placing an **X** in the appropriate block.

NO	At school, the principal and the SMT should:	Strongly agree	Agree	Uncertain Don't know	Disagree	Strongly disagree
B1	Take responsibility for the development of educators.					
B2	Set strategic goals with educators.					
B3	Align educator's goals with school's strategic goals.					
B4	Create a supportive environment in which educators can be developed and perform successfully.					
B5	Ensure that the performance management system in the school focuses on skills development.					
B6	Develop educators who don't perform well.					
B7	Coach educators if they lack skills.					
B8	Identify areas of development at the school.					
B9	Conduct need assessment and provide solutions.					
B10	Organise trainings that will empower educators in order to increase performance.					
B11	Monitor educators's performance by maintaining open communication with the educators					
B12	Provide feedback to educators when					

	they have performed to the expected standard.					
B13	Praise educators for job done well.					
B14	Make sure that educators buy into the performance management processes.					
B15	Encourage all educators to actively participate in the HR development programmes.					

Section C – Open question

1. Is there anything else that you feel school principals and the SMTs should do to ensure that educator development and performance management are successfully applied in the White Hazy Circuit schools?

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Thank you for your valuable contribution to this important questionnaire.

For the head of department(s)

Section A – biographical information

Please answer the following questions by marking the correct option with an **X**.

A 1 What is the nature of the post you are occupying?

Head of department

Permanent post	
Acting/Temporary	

A 2 How long have you been in this position at this school?

Less than 1 year	
1 – 2 years	
3 – 5 years	
6 – 10 years	
More than 10 years	

A 3 What is your gender?

Male	
Female	

A 4 Please indicate your age.

Between 21 – 30	
Between 31 – 40	
Between 41 – 50	
Between 51 – 60	
Older than 60 years	

A 5 What is your highest educational qualification?

Std 10/ Matric / Grade 12		Masters degree	
Diploma (3 years)		Doctors degree	
B degree		Other (Please Specify):	
Honours degree			

Section B - The role of the heads of departments (HODs) in educator development and performance management

Please indicate the extent to which you agree with each statement by placing an **X** in the appropriate block.

NO	At school, the HOD should:	Strongly agree	Agree	Uncertain Don't know	Disagree	Strongly disagree
B1	Design and implement educator development programmes.					
B2	Ensure that educators in the department have a common and shared vision of the school.					
B3	Build up human resource capacity and expertise in the school.					
B4	Train educators how to complete and interpret the IQMS score sheets correctly.					
B5	Guide educators on how to deal with non-performing learners.					
B6	Ensure that lesson planning and preparations are done all the time.					
B7	Have a department management plans and programmes.					
B8	Ensure that educator adhere to departmental- and school policies.					
B9	Have a clear understanding, knowledge and application of the performance management system and process.					
B10	Engage educators in the development of improvement plans and strategies.					
B11	Integrate performance measurement and the development of educators.					

B12	Measure departmental performance with the intention of improving school performance.					
B13	Provide guidance and support to educators when they execute their duties.					
B14	Create an enabling environment to enhance teaching and learning processes.					
B15	Conduct monitoring and evaluation continuously to assure quality education					
B16	Provide feedback on the performance of educators.					

Section C – Open question

1. Is there anything else that you feel the heads of departments (HODs) should do to ensure that educator development and performance management are successfully applied in the White Hazy circuit schools?

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Thank you for your valuable contribution to this important questionnaire.

For the educators

Section A – biographical information

Please answer the following questions by marking the correct option with an **X**.

A 1 What is your teaching experience at this school?

Less than 1 year	
1 – 2 years	
3 – 5 years	
6 – 10 years	
More than 10 years	

A 2 What is your gender?

Male	
Female	

A 3 Please indicate your age.

Between 21 – 30	
Between 31 – 40	
Between 41 – 50	
Between 51 – 60	
Older than 60 years	

A 4 What is your highest educational qualification?

Std 10/ Matric / Grade 12		Masters degree	
Diploma (3 years)		Doctors degree	
B degree		Other (Please Specify):	
Honours degree			

A5 To which department do you belong?

Languages	
Commerce	
Social sciences	
Maths and Science	

Section B - The role of educators in their own development and school performance

Please indicate the extent to which you agree with each statement by placing an **X** in the appropriate block.

NO	Question	Strongly agree	Agree	Uncertain Don't know	Disagree	Strongly disagree
B1	Does your school have educator development programmes in place					
B2	Is the vision, mission and goals of the school communicated properly to all staff members					
B3	Are the school policies well understood and implemented by all educators					
B4	Does training contribute to improvement of performance and educator development					
B5	Is the performance management system and development system implemented uniformly in all departments					
B6	Do you think that communication and feedback between the HODs and the educators take place in an effective way					
B7	Would you describe your level of understanding of the IQMS as adequate					
B8	Do you think your HOD has a good understanding of the IQMS					
B9	Do you think there is a general understanding of the IQMS in the school at all the level					
B10	Would you attribute the school performance in the past three academic years to the IQMS					

B11	Can you say that the IQMS contributes to the improvement of performance and educator development in your department					
B12	Does the school development team (SDT) in your school render enough support services to the entire school to ensure effective implementation of the system and improvement of performance					
B13	Do you believe that officials attached to the IQMS division have the necessary skills and capacity to implement the IQMS for example, inculcating the culture of performance and educator development					
B14	Would you argue that poor performance is well managed as a challenge in your school					
B15	Does your school undertake all the developmental stages of the IQMS					

Section C – Open question

What would you recommend the school should do to improve educator development and performance?

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Thank you for your valuable contribution to this important questionnaire.

Annexure B



permission from circuit - Copy.pdf

Annexure C



University of Limpopo
Department of Languages
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2617, Fax: (015) 267 2868, Email:Lukas.Mkuti@ul.ac.za

15 April 2014

TO WHOM IT MAY CONCERN

Re: **LANGUAGE EDITING LETTER – THWALA J.B.**

This letter serves as proof that I edited the dissertation of Mr THWALA, J.B. entitled:
**“HUMAN RESOURCE DEVELOPMENT FOR THE PERFORMANCE OF SCHOOLS IN
WHITE HAZY CIRCUIT, MPUMALANGA PROVINCE”.**

Yours faithfully



DR L.D. MKUTI
DEPARTMENT OF LANGUAGES

